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ABSTRACT

Presented were findings and recommendations of a curriculum needs assessment study on programs, job opportunities, and services for 312 educable mentally retarded students (EMR) in three Florida counties (Glades, Martin, and Okeechobee). Use of a systems model for planning, implementing, and evaluating the study was explained. Of the findings given, some showed that more students in EMR classes were Negro than white, and boys than girls; that students' other handicaps were in areas of speech, language, and emotional disturbance; that most teachers preferred the self contained classroom and few had expectations for students' future employment; and that job opportunities existed for students with specific characteristics in agricultural, domestic, and environmental areas. Also, some of the findings given showed that few differences existed between the curriculums of regular and EMR classes; that teachers used audiovisual aids, library materials, and physical education equipment but needed materials for daily living skills; that psychological services differed in the counties but all stressed placement according to IQ; that more supportive services were available in two large counties, and two counties had no vocational rehabilitation services; and that agency support was available from sources as youth centers and non-profit groups. Recommended were such improvements as development of social and economic curriculums for students at intermediate level, preschool goals; remedial activities; resource rooms, inservice teacher training, work study programs, child placement procedures based on the individual, and a program involving parents. (Appendixes containing data on the seven assessment components comprise more than half the document). (MC)

ED 082430

A SUMMARY OF FINDINGS AND RECOMMENDATIONS
FOR

CURRICULUM DEVELOPMENT NEEDS ASSESSMENT OF THE EDUCABLE MENTALLY RETARDED

IN
GLADES, MARTIN AND OKEECHOBEE COUNTIES

A TITLE VI-B GRANT OF
THE ELEMENTARY AND SECONDARY EDUCATION ACT

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JUNE 1973

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IN
GLADES, MARTIN AND OKEECHOBEE COUNTIES

A TITLE VI-B Grant of
The Elementary and Secondary Education Act

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TABLE OF CONTENTS

	PAGE
DESCRIPTION OF CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED	11
Systems Model	15
INTRODUCTION	18
Functional Flow Chart	20
Functional Flow Network	30
ASSESSMENT OF TARGET POPULATION	32
ASSESSMENT OF TEACHERS	42
ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES	49
ASSESSMENT OF CURRICULUM	54
ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING	60
ASSESSMENT OF ADMINISTRATIVE SUPPORT	65
ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES	72
ASSESSMENT OF LOCAL AGENCIES' SUPPORT	77
APPENDICES OF SUPPORTING DATA	80
I. ASSESSMENT OF TARGET POPULATION	82
II. ASSESSMENT OF TEACHERS	104
III. ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES	118
IV. ASSESSMENT OF CURRICULUM	171
V. ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING	177
VI. ASSESSMENT OF ADMINISTRATIVE SUPPORT	183
VII. ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES AND LOCAL AGENCIES' SUPPORT	191

ACKNOWLEDGEMENT

The project staff and coordinating committee acknowledge the following documents as valuable instruments in the implementation of our needs assessment activities.

A SYSTEMS PROCEDURE MANUAL

FOR

CONDUCTING A NEEDS ASSESSMENT

AND

A SUMMARY OF FINDINGS

AND

RECOMMENDATIONS

FOR

CURRICULUM DEVELOPMENT

DEVELOPED BY

THE CURRICULUM DEVELOPMENT PROJECT

FOR

THE EDUCABLE MENTALLY RETARDED

Lake Butler, Florida

DESCRIPTION OF
CURRICULUM DEVELOPMENT PROJECT
FOR THE EDUCABLE MENTALLY RETARDED

In order to provide a sequentially designed functional curriculum for E.M.R. students and eliminate gaps and weaknesses in current programs a Title VI-B Project Proposal was prepared during the summer of 1972. This Proposal was submitted to the Florida State Department of Education with its title and goals covering the three rural counties of Glades, Martin and Okeechobee. Provisions were made to secure the services of advisory consultants who assist the director due to his varied other duties.

The three counties combined have 20 classes for E.M.R. children. These consist of rather separate and distinct entities with little real meaningful interaction aimed at reaching specific curriculum goals. This being a pilot year we have assessed the needs of the three counties and are establishing objectives based on the area's Occupational Resources.

A Systems Model divided into four sequential phases was developed for planning and reaching the goals of the project.

Activities were decided and responsibilities were assigned.

Planning and Steering Committies met throughout the year in each county to assist in carrying out the local activities required to achieve each objective. Each local committee consisted of the county coordinator, E.M.R. teachers, administrators, parents and potential employers.

The Project Coordinating Committee which consists of the three county coordinatiors and the E.M.R. Helping Teachers met at regular intervals. Project activities were reviewed and the Flow Chart was revised in keeping with the actual start and completion of the various events of the project.

Orientation meetings were held with the E.M.R. teachers in the three counties, Glades, Martin and Okeechobee. The teachers were provided an overview of the project and informed of their important role in order to achieve the end result of the project, an E.M.R. curriculum for all levels.

Superintendents and School Board Members in the three counties committed themselves to work together cooperatively in planning, refining, implementing and evaluating an innovative, functional, on-going curriculum for educable mentally retarded children.

Key persons who assure the success of the project are the School Principals. With their cooperation and help a successful Needs Assessment has been carried out. This is the basis on which a relevant curriculum will be developed. Each of these key persons have been interviewed and have become active participants in the Project.

Several Curriculum workshops have been attended by the E.M.R. Helping Teacher and Curriculum enrichment materials have been disseminated to various E.M.R. Teachers.

Needs Assessment Activities has involved the collecting of school data as well as data of community occupational resources which is the basis of developing objectives for a curriculum ansuring occupational success for every E.M.R. student in the three rural counties of Glades, Martin and Okeechobee.

The Exceptional Child Coordinators in the three counties have been responsible for carrying out the Needs Assessment Activities. Assisting the coordinators are numerous other Instructional Personnel who are involved in the overall implementing of the Program.

A guide was developed for planning, implementing and evaluation of the project. This guide was based upon the systems model developed by The Curriculum Development Project For The Educable Mentally Retarded, 1972 Title VI-B Grant, Baker, Bradford and Union Counties.

Similar to the 1972 Curriculum Project, this guide utilizes a master schedule and PERT chart for Objective I. The master schedule specifies the activity, time allocations and personnel responsibilities and the PERT chart gives a pictorial representation of these activities and time allocations.

Four project objectives were established:

1. To conduct a needs assessment to determine the present status of the project and steps necessary to achieve the long-term objectives which were established.

2. To develop a curriculum model, a priority structure of needs, short-term objectives and evaluation statements, and the proposal and selection of strategies which would help to achieve the short-term objectives for the educable mentally retarded. 1.

3. To implement and monitor the strategies previously selected.

4. To evaluate and modify the curriculum model, utilizing data obtained during phase 3.

1."Florida Department of Education Planning Model Familiarization Text, A Programmed Aide" (Department of Education, 1972).

a. Priority Structure of Needs - in which you determine the relative importance of the needs you derived in the previous activities. This structuring will allow you to decide on which needs to work immediately and which to defer action to a later time.

b. Short Term Objective and Evaluation Statements- these are specific statements of observable, measurable outcomes that, if achieved, will reduce or eliminate an identified priority need. These statements also include the criteria by which the achievement of your objectives will be evaluated later on.

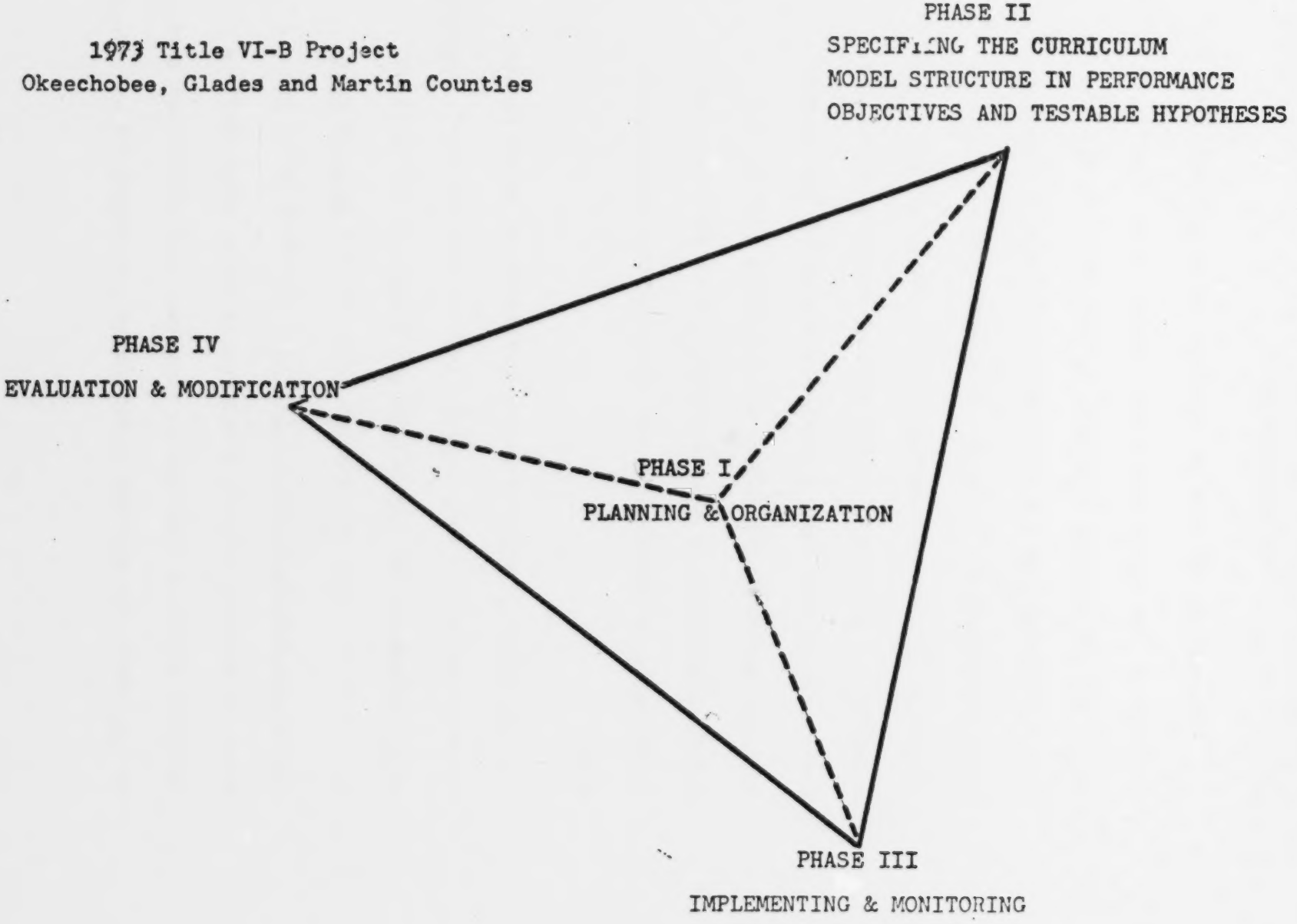
c. Proposal and Selection of Strategies - in this activity, from a variety of possible alternatives, you decide which actions would best help you achieve your short-term objectives. Consider your resources (management information) in deciding the feasibility of strategies.

The purpose of this publication is to report in detail the procedures used to accomplish a needs assessment in Okeechobee, Glades and Martin Counties. The completion of a needs assessment was the initial objective of the first four objectives established. It was necessary to determine the status of the three counties in terms of job opportunities, programs for the E.M.R., and available services.

It was also necessary to develop an organizational guide and utilize several management techniques. The Curriculum Development Project of Baker, Bradford and Union Counties was examined and a guide based upon the systems model was developed. The guide shows the organizational phases of the Okeechobee, Glades and Martin Project.

The Program Evaluation Review Technique (PERT) was utilized for conducting the needs assessment. The PERT of the 1972 Curriculum Development Project and Functional Flow Chart was examined. The consultant, helping teacher and specialists met several times and identified those activities which would be important for the completion of the needs assessment. When all activities were approved, the consultant considered the time allocations of the 1972 Curriculum Development Project and prepared a PERT chart and master schedule unique to the Okeechobee, Glades and Martin Counties Project.

1973 Title VI-B Project
Okeechobee, Glades and Martin Counties



INTRODUCTION

The purpose of this publication is to present the findings of the needs assessment conducted in Glades, Martin and Okeechobee Counties, as described in the initial objectives of the systems model design of the Curriculum Development Project. Recommendations for modification of the existing program are also included in this document. A needs assessment was conducted to determine the status of the three counties in terms of job opportunities, services available, and programs used in the E.M.R. classrooms so that a curriculum to be developed later would be relevant to the needs of the three-county area.

In order to facilitate communication of ideas in the needs assessment phase, certain terminology was used. Systems model refers to the organizational design of the project. Incorporated into the systems model is the Program Evaluation and Review Technique (PERT). The PERT is of great value in helping clarify intermediate steps which must be followed before a goal may be reached. All activities seemed important for meeting an objective are identfied and placed

in a PERT flow chart. This flow chart outlines the major events and activities of the objectives, as well as naming who is responsible for carrying out each activity, the length of time anticipated for its completion (along with expected beginning and completion dates), and the actual dates when the activities were begun and completed. By examining the PERT flow chart, one may readily evaluate the appropriateness of the original time estimates. He may also infer where problems were encountered during the actual operation of activities. The PERT functional flow network is a diagram which graphically represents all of the activities of the flow chart.

MASTER SCHEDULE FOR NEEDS ASSESSMENT

Event, Activity Number and Description	Respon-sibility	Duration	Expected Start	Expected Completion		Slack	Actual Start	Actual End
				T_E	T_L	$T_L - T_E$		
1. Assessment of Target Population								
5-10 Distribute class population and referral forms	Helping and regular Teachers	3	9-25	9-28	10-20	17	9-25	9-28
10-15 Collect forms identifying present E.M.R. population	Coordinators	26	9-28	11-2	12-14	31	9-28	10-30
10-20 Assess class population including additional handicaps	EMR Teacher	20	9-28	10-26	1-22	62	10-11	2-12
10-25 Observe in classroom	Helping Teacher	40	9-28	11-22	12-26	25	11-17	2-12
10-30 Assess, through the E.M.R. Teacher, criteria for returning pupils to the regular school program	EMR Teacher	40	9-28	11-22	1-18	42	11-17	2-12
10-31 Identify population of pupils no longer in E.M.R. programs (drop-out, graduate, dismissed)	Coordinators Helping Teacher, Special Services	65	9-28	12-27	1-18	17	12-1	2-28
10-35 Assess jobs of population no longer in E.M.R. program who are employed	Special Services, Helping Teacher	35	9-28	11-16	1-19	47	2-19	5-1

EVENT, ACTIVITY NUMBER AND DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION		SLACK	ACTUAL START	ACTUAL END
				T_E	T_L	T_L-T_E		
35-40 Report drop-out rate of pupils who leave before completion of E.M.R. Program	Coordinator	15	11-2	11-23	1-5	31	12-1	2-29
25-45 Collect and compile random sampling from total referral population	Helping Teacher	27	11-22	12-28	2-2	27	2-5	3-16
43-50 Test referral E.M.R. random population by sampling	Contracted Services	80	12-27	4-18	5-24	27	9-25	3-30
21								
II. Assessment of Teachers								
53-55 Identify Teachers of E.M.R. class	Coordinator	50	9-25	12-1	12-1	----	9-20	10-2
55-60 Distribute data forms	Helping Teacher	40	12-1	1-25	1-25	----	10-24	2-12
55-65 State teachers philosophy of Special Education	EMR Teacher	7	12-1	12-11	3-7	63	10-24	11-3
55-70 Record data on level of EMR teacher training	Helping and EMR Teacher	7	12-1	12-11	3-7	63	10-24	11-3
55-75 Compile teacher self-appraisal	Helping and EMR Teacher	55	12-1	2-15	3-7	15	11-17	2-9

Event, Activity Number and Description	Respon-sibility	Duration	Expected Start	Expected Completion		Slack	Actual Start	Actual End
				T_E	T_L	$T_L - T_E$		
60-80 Compile supervisory evaluations of EMR Teacher	Coordinator Helping Teacher	40	1-25	3-22	3-22	----	11-17	2-14
80-85 Report pupil evaluations of EMR Teacher	Helping Teacher	40	3-22	5-16	5-16	----	11-17	2-14
III. Assessment of Community Job Opportunities								
85-90 Identify all potential employers in the community	Project's Secretary	50	9-25	12-1	1-18	35	10-6	12-1
90-95 List all skills and qualifications required for potential jobs	Project's Secretary	80	12-1	3-22	5-9	35	11-6	4-30
IV. Assessment of Curriculum								
5-100 Distribute form for class time ratios	Helping Teacher	10	9-25	10-6	1-12	71	10-20	11-3
100-105 Report on class time ratios	Coordinator	14	10-6	10-25	3-21	106	10-20	11-3

Event, Activity Number and Description	Responsibility	Duration	Expected Start	Expected Completion		Slack	Actual Start	Actual End
				T_E	T_L	T_L-T_E		
10-110 Describe present instructional sequence of goals and objectives	EMR Teacher	14	10-6	10-25	1-31	71	10-24	11-17
00-115 List instructional equipment available and in use in the EMR class	EMR Teacher	14	10-6	10-25	3-21	106	10-23	11-3
10-120 Determine prevailing instructional method per EMR class	Helping Teacher and EMR Teacher	20	10-25	11-22	3-1	71	10-23	11-3
20-125 Report pupil evaluation method	EMR Teacher	15	11-22	12-13	3-21	71	10-24	11-17
00-130 Report requirements concerning graduation from EMR program	EMR Teacher	15	10-6	10-26	3-21	105	10-24	11-17
00-135 Differentiate between EMR and regular program activities	Helping and EMR Teacher	20	10-6	11-2	3-21	100	10-20	11-17
00-140 Record participation of EMR class students in extra-curricular activities	EMR Teacher	20	10-6	11-2	3-7	90	10-20	11-17

EVENT, ACTIVITY NUMBER AND DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION		SLACK	ACTUAL START	ACTUA END
				T_E	T_L	T_L-T_E		
130-145 Compile information on curriculum and facilities	Helping Teacher	10	2-8	2-21	5-30	71	10-20	11-1
V. Assessment of EMR classroom Facilities								
140-150 Report allotted space in each EMR classroom	EMR Teacher	20	11-3	11-30	3-7	71	10-20	11-1
150-155 Report equipment available in each EMR classroom	EMR Teacher	20	11-30	12-27	4-4	71	10-20	11-1
150-160 Complete checklists of consumable items used frequently	EMR Teacher	20	11-30	12-27	4-4	71	10-20	11-1
150-165 List furniture in each EMR classroom	EMR Teacher	20	11-30	12-27	4-4	71	10-20	11-1
150-170 Report on janitoral services	EMR Teacher	20	11-30	12-27	4-4	71	10-20	11-1
150-175 Report on bathroom, playground and audietorium facilities	EMR Teacher	20	11-30	12-27	4-4	71	10-20	11-1

Activity Number	Activity Description	Responsibility	Duration	Expected Start	Expected Completion T_E	Expected Completion T_L	Slack $T_L - T_E$	Actual Start	Actual End
180-	Compile information on facilities	Helping Teacher	14	12-27	1-10	4-18	71	10-20	11-1
	Establishment of Administrative Support								
185	Compile data sheet listing all administrative oriented information needed	Helping Teacher	2	9-25	9-27	4-4	136	10-24	10-2
185-190	Identify all Administrators	Coordinator	2	9-27	9-29	4-6	136	10-27	2-23
190-195	State administrators' philosophies of special education as it relates to the EMR	Coordinator	20	9-29	10-26	5-17	146	10-27	2-23
190-200	Draft organizational chart and job description	Coordinator	20	9-29	10-26	5-17	146	10-27	2-23
190-205	Report relationships of EMR teacher with other personnel in administration	Coordinator	30	9-29	11-9	5-17	136	10-27	2-23
190-210	Identify sources of special education funding	Coordinator	20	9-29	10-26	5-17	146	10-27	2-23

Event, Activity Number and Description	Respon-sibility	Duration	Expected Start	Expected Completion		Slack	Actual Start	Actual End
				T_E	T_L	$T_L - T_E$		
185-215 Validate actual decision making responsibilities	EMR Teacher	20	9-27	10-24	5-17	148	10-24	2-23
215-220 Compile administrative information	Helping Teacher	20	10-24	11-17	5-25	136	10-24	11-3
VII. Assessment of Supportive Services								
5-225 Describe pupil personnel services available in the schools	Helping Teacher	30	9-25	11-3	4-5	110	10-23	2-23
225-230 Describe other business services available in the schools	Helping Teacher	30	11-3	12-14	5-16	110	10-23	2-23
230-235 Describe vocational training available in the schools	Helping Teacher	30	11-3	12-14	5-16	110	10-23	2-23
235-240 Compile supportive services information	Helping Teacher	10	12-14	12-27	5-30	110	10 - 23	2-23

EVENT, ACTIVITY NUMBER AND DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION		SLACK	ACTUAL START	ACTUAL END
				T_E	T_L	$T_L - T_E$		
III. Assessment of Local Agencies Support								
-245 Identify local agencies' support available	Special Services, Coordinator	10	9-25	10-6	4-19	140	10-23	2-23
245-250 Describe medical services	Special Services, Coordinator	15	10-6	10-26	5-16	145	10-23	2-23
245-255 Describe vocational rehabilitiation	Special Services, Coordinator	15	10-6	10-26	5-16	145	10-23	2-23
245-260 Describe welfare services	"	15	10-6	10-26	5-16	145	10-23	2-23
245-265 Describe parent involvement in EMR educational activities and give a general description of PTA involvement by all parents	EMR Teachers	20	10-6	11-2	5-16	140	10-23	2-23
245-270 Describe non-profit organizational support	Special Services, Coordinator	20	10-6	11-2	5-16	140	10-23	2-2
270-275 Compile information of local agencies support	Helping Teacher	10	11-2	11-15	5-30	140	10-23	2-23
IX. Public Relations								
(continued on next page)								

Event, Activity Number and Description	Responsibility	Duration	Expected Start	Expected Completion		Slack	Actual Start	Actual End
				T_E	T_L	$T_L - T_E$		
5-280 Attend Meetings, visit school sites, etc.	Helping Teacher	195	9-25	8-3	8-3	----	9-25	6-2
280-285 Plan and attend workshops and conferences	Helping Teacher	195	9-25	8-3	8-3	----	9-25	6-2
285-290 Prepare project newsletter and slide presentation	Helping Teacher	195	9-25	8-3	8-3	----	9-25	6-2
X. Completion of Final Project Report								
50-295 Summerize findings of target population assessment	Helping Teacher	20	4-18	5-15	6-21	27	2-5	6-2
85-295 Summerize findings of EMR Teacher Assessment	Helping Teacher	25	5-18	6-21	6-21	----	2-5	6-8
95-295 Summerize findings of the job opportunities survey	Helping Teacher	30	3-23	5-3	6-21	35	5-14	6-3
145-295 Summerize findings of the EMR curriculum and its implementation by use of the EMR classroom facilities, equipment and supplies	Helping Teacher	15	2-22	3-14	6-27	71	3-12	6-14

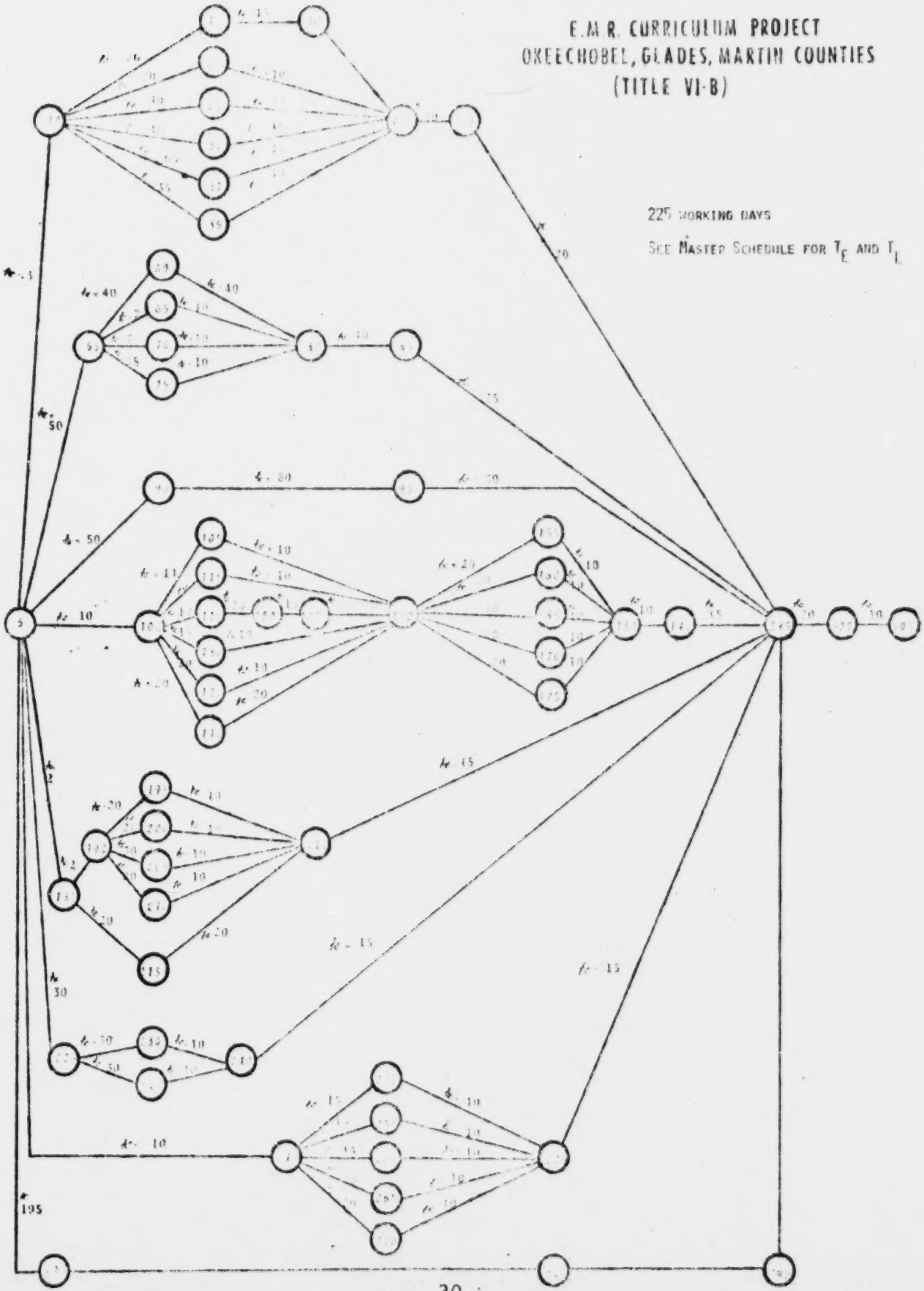
Event, Activity Number and Description	Respon-sibility	Duration	Expected Start	Expected Completion		Slack	Actual Start	Actual End
				T_E	T_L	$T_L - T_E$		
220-295 Summerize administrative support	Helping Teacher	15	11-17	12-7	6-15	136	5-7	6-20
240-295 Summerize school support-ive services	Helping Teacher	15	12-27	1-16	6-18	110	5-7	6-21
275-295 Summerize local agencies support	Helping Teacher	15	11-15	12-5	6-18	140	5-7	6-21
295-300 Complete writing of report of needs assessment	Helping Teacher	20	6-22	7-20	7-20	----	———	—
300-305 Compile a manual of all project activities to be used as a basis for a procedures manual	Helping Teacher	10	7-20	8-3	8-3	----	Union County Manual	—

PERT Chart - Objective I

E.M.R. CURRICULUM PROJECT
OKEECHOBEE, GLADES, MARTIN COUNTIES
(TITLE VI-B)

225 WORKING DAYS

SEE MASTER SCHEDULE FOR T_E AND T_L



KEY FOR MASTER SCHEDULE

FOR NEEDS ASSESSMENT

E.M.R. CURRICULUM DEVELOPMENT PROJECT

OKEECHOBEE, GLADES AND MARTIN COUNTIES

(TITLE VI-B)

Te= expected relapsed time - estimated time

TE= earliest expected time for completion

TL= lastest allowable time

ASSESSMENT OF TARGET POPULATION

Findings

The three groups of the target population assessed in the three county area are as follows: those pupils presently enrolled in E.M.R. classes, pupils placed in E.M.R. classes at one time but no longer in the special class and pupils who have been referred for special education services.

There was a total of 312 E.M.R. students enrolled in the three counties. 190 students had I.Q.'s ranging between 50 and 75, 63 students had I.Q.'s above 75, 17 scored below 50 and 42 students had no scores indicated. The Wechsler Intelligence Scale for children was used as a basis for placement of most students into E.M.R. classes in Okeechobee and Martin Counties. Glades County used school wide testing scores generally; However the I.Q. score was not used as criteria for placement of pupils into the special classes. 25% of the secondary E.M.R. students in Glades County indicated I.Q. scores above 75.

The tendency in rural Moore Haven is toward a higher

prevalencey of children needing various forms of exceptional education. This tendency is the result of many factors which include a large migrant population, a large variety of ethnic groups including a substantial number of recent immigrants from Cuba, large numbers of low social-economic families whose off-class expectations, and an agricultural economy and culture which offers little incentive for striving toward educational goals.

The factors mentioned above coupled with the increased educational and social services being offered such as counseling services, diagnostic services, health assessments, etc., have helped to identify those in need of more specific educational services. The result being the increased prevalencey figures as stated. Indications are our needs will increase as more effective screenings, assessment and referral procedures are implemented.

The talley of age ratio of E.M.R. children in special classes indicated an equal number in the 9-16 age range. The primary age range indicated about 50% of the above numbers attending E.M.R. classes and the 17-18 age range

indicated only 25% attendance as compared to the 9-16 age range. This age ratio is affected by students dropping out of the program or returning to regular classes because of the lack of secondary E.M.R. units and facilities.

Race totals indicate a high ratio of black students in E.M.R. classes. Martin County data indicates 75% of its E.M.R. students are black. Okeechobee indicates 25% are black and Glades also shows that 25% are black. The high percent in Martin County is due mainly to the use of I.Q. scores for placement of children into the program. Talley charts indicating ratio numbers can be found in the appendix.

Okeechobee County has 2 to 1 more boys than girls in E.M.R. programs, Martin has little more than 1 to 1 and Glades also shows 2 to 1 more boys than girls in E.M.R. classes.

The population assessment data shows that test dates are recorded as follows: 52 dated 1970, 75 dated 1971 and 109 dated 1972. Only 19 tests are dated prior to 1970. However 57 tests recorded did not indicate a date on data

collected. Other than the group tests Glades County relies upon the Mental Health worker from Sebring to administer tests and make recommendations for Exceptional Children. Of our Glades Random Sampling only four E.M.R.'s had been given the WISC. The dates on these tests were as follows three in 1971, one in 1972 and none in 1973. The break-down by county of this assessment data can be found in the Appendix.

Other handicaps indicated by the teachers of E.M.R. children were speech and language deficiencies and a wide range of emotional problems ranging from the withdrawn child to the violently hyperactive child who poses a physical threat at times to other class members.

The assessment of pupils who are no longer in the E.M.R. program included three catagories: those students who had graduated from the E.M.R. program, those who had returned to the regular school program and those who had dropped out of school before completing the E.M.R. program.

In the three county area only four graduates were identified, all were from Glades County High School. These

students had returned to regular class after being in the E.M.R. program. The secondary E.M.R. programs in these three districts have not been established with graduating criteria and goals for a period long enough to provide for the graduation of students from the program. With the development of the E.M.R. Title VI-B Curriculum based upon local needs, graduation procedures will be established and students will graduate at the completion of the designated program.

Five former E.M.R. students were located in Martin County for further assessment and seven in Okeechobee County. The Vocational Competency Scale was used to indicate the competence level on which the worker was able to function. The employer rated the skills which he considered the employee doing adequately or less than adequate. These skills were related to work habits and social adequacies such as performing efficiently in the absence of supervision, completing tasks and following directions without demonstration. Results from the Scales completed by employers of former E.M.R. students were generally favorable.

In Martin County Elementary schools the students were

returned to regular classes on the basis of improved I.Q. scores. The movement of E.M.R. children was as follows: fifteen students returned to regular class, twenty-nine moved on for Middle School, six dropped out, eight moved to another locality and one deceased. Murry #9 personnel services indicated that they had at least fifty students who should be in a special class but no facility is available. The High School principal stated that one hundred and fifty students were in his program needing special services but facilities were lacking to house additional units for special education.

Because of the larger number of students identified as E.M.R.s in Okeechobee County, 50% of the students in the E.M.R. classes in Elementary and Junior High were placed in regular classes to make room for students with greater behavioral and social needs. These students have been placed on waiting lists pending additional E.M.R. units. Twenty-one were promoted to the High School, ten moved to another locality, six were placed in an L.D. class and one deceased. According to data received from Glades County all thirty-eight students returned to regular classes were functioning in a satisfactory manner. Social behavior rather than I.Q.

scores is the basis of returning these students to regular class.

The teacher referrals for special education were assessed by established screening procedures in the project counties. A random sampling of all referrals was compiled. Psychological testing was completed on 25% of the referrals. Summary of test results and curriculum recommendations are provided in detail in the Appendix.

Recommendations

The placement procedures planned for E.M.R. programs in the three project counties comply with state guidelines. The school staff, as a whole, needs to become familiar with these procedures by being made aware of the goals of the E.M.R. program. Information concerning the program and all neccessary referral forms should be disseminated to all school personnel at the beginning of each school year. The majority of referrals are appropriate for placement purposes. The referrals are also effective in indicating projected needs within the district. It is recommended that the children who are not identified as E.M.R. be further evaluated and programs designed to meet their needs. The help that many of these pupils need could be provided through a re-

source room.

According to the assessment, the population of E.M.R. students need is greatest in the Intermediate and Junior High levels. This would indicate that more services need to be provided for these students to continue within the program and complete all necessary objectives thus providing sequential progress toward social and economic success. When students are allowed to be dropped from the program because of the need for adequate services they frequently become behavior problems and potential dropouts with no saleable skills to survive the demands of society.

Pre-school developmental goals and activities need to be provided. Earlier intensified stimulation of the immature child will provide a means for him to cope with his formal education. By implementing these developmental goals and activities many children's developmental needs can be identified as early as the pre-school level.

More planning between junior and senior high level classes in needed. Separate goals and instructional materials should be initiated making the Curriculum for each county more sequential in nature.

E.M.R. teachers should avail themselves of local agencies services to help them cope with the needs of the children in their classes who appear emotionally disturbed.

The results of the random sampling of the Martin-Okeechobee subjects revealed that the subjects scored higher on the verbal sections of the individual tests of intelligence than they did on the performance sub-tests. However, in Glades county many subjects of the target population are bilingual, in those cases the teacher should also be bilingual. Before a child can profit from abstract thinking he must have a well developed auditory and vocal vocabulary. The Peabody Language Development Kit is recommended for these students. For children who score low on performance subtests many manipulative materials are needed and a multisensory approach should be used. There should be frequent reinforcement of previously acquired skills. Concrete, task-oriented materials need to be used extensively and work skills developed. Visual perceptual abilties need to be reinforced by use of proper exercises. Recommendations are listed in the Appendix. We decided, due to time and circumstances, it might be in the best interest of the project to omit the Glades Random Sampling and just use Okeechobee and

Martin Counties for our final summary so we can proceed on schedule and not distract our time and efforts from other equally important project activities we need to attend.

A post-school level could be incorporated into the curriculum model so that the E.M.R. graduate could continue to receive guidance in meeting the challenges of living as a responsible citizen in society. Since many of the girls who had withdrawn are married and are home with children, more emphasis should be placed on homemaking and child care skills. These skills should be integrated into established areas of curriculum.

ASSESSMENT OF TEACHERS

Findings

Three basic assessments were made of the twenty teachers of E.M.R. classes in the three project counties. The teachers provided data on Information and Self-Appraisal forms. Supervisory personnel evaluated the teachers and finally, the E.M.R. Helping Teacher visited each teacher in the classroom to observe the characteristics of each one and compile a summary of the observations made. Comparisons of the various data produced very interesting results.

With the exception of six of the twenty E.M.R. teachers all received their degrees, three masters, in the last three years. The teachers possess a good self-concept and are confident in providing a warm supportive environment in which the E.M.R. student can feel accepted and receive a feeling of individual worth. Other attributes the teachers feel they communicate to the special student are trust, experiences of self-expression, personal concern, understanding, a listening ear and positive influence on student values. Self-confidence is a supportive characteristic

of the teachers' own use of language, good judgement of curriculum presented, methods of teaching used, adequate group management and time flexibility. Generally, the special class teachers enjoy very good staff relations.

The teachers philosophy of education concerning the E.M.R. student reflects a desire to provide basic reading and math skills. The teachers objectives and goals are mainly an effort to develop the students socially to become good citizens and possess adequate occupational skills at the completion of their education. Even though the States goals reflect occupational preparation, little actual career education is exhibited in daily planning such as self-direction, task completion, punctuality, work independence, self-enhancement and other job related skills. Much emphasis is placed upon materials and little use is made of community resources and the experiences and opportunities the community provides for student growth and development.

Cooperation generally exists between the special class teacher and principal as long as her program fits in with the total school program. Materials not being used by re-

gular teachers are freely shared with special class teachers. Some regard the E.M.R. teacher as being highly trained for her job and others pass their behavior problems over to the special class considering the special class to be merely a management service. Hence, many truly E.M.R. children within the regular classroom are not referred because they are quiet and do not present a problem.

When the regular classroom teacher was asked how she felt toward the integration of E.M.R. students into the regular school program, 90% contended that the E.M.R. should be kept in a self-contained classroom. Sympathy is freely offered the special class teacher. Occasionally, regular classroom teachers solicit information about helping slow learners within their classroom. Some jealousy exists over the fact that the E.M.R. teacher has only a small number of children in comparison with the regular class. One of the greatest concerns of the E.M.R. teacher is the lack of proper staffing procedures being carried out consistently for the proper placement of students into the program.

E.M.R. teacher evaluations by supervisors were generally

positive. Most often they were pleased with the quality of the teachers. Where dissatisfaction existed it was mainly due to the circumstances under which the teacher was required to function such as inadequate space or scheduling practices which interfered with ideal instructional planning. Supervisors do not seem to feel that the lack of materials has much to do with the quality of teaching being done in the special class. They claim that the teacher would have material if they would ask for it.

The data collected on the teacher appraisal forms by the E.M.R. Helping Teacher was alike in many ways to that of the teacher self-appraisal information. However, in checking areas which applied to them where greatest need was shown, the indication was for more exploratory experiences for the students, more teacher knowledge of students actual life experience and adjusting teacher goals and values to look at student goals and values based on his experiences and resources. Other needs included mutual understanding of local social and occupational resources, improved management techniques and task oriented activities. A more positive approach would be recommended including behavior reinforcement, building on what the child can do,

and provide multi-sensory activities in daily living experiences. Even though the teachers indicated that their instructional goals were relevant to the student's goals very few responses were given when asked what they expected their students to be doing when they complete their formal education.

Recommendations

First of all, a sequential curriculum with activities based on local occupational opportunities and community resources would help make instructional goals and objectives meaningful to all E.M.R. students. In-service training in the use of curriculum objectives would increase their professional knowledge. In-Service ideas could be shared with others for a greater variety of activities and materials and reinforcement in the area of work skills and activities found in the home and in the community. As the teacher becomes more familiar with developing these skills through in-service she will be able to engage her students in developing many materials in the same manner. This will greatly enhance their learning experiences and build a meaningful curriculum based on community resources.

Further inservice training in task-oriented activities

and classroom management practice sessions would improve behavior in classes where such problems exist. The practice of positive reinforcement techniques, verbal and/or token awards would be most helpful as part of in-service planning. Workshops should be a continued source of in-service training.

It is highly recommended that all teachers follow current Exceptional Child literature and attend meetings such as C.E.C. and A.R.C. in the local area as well as State Conventions and Workshops when provided. It is also advisable for each E.M.R. teacher to be a member of the Council for Exceptional Children as a means of obtaining current professional information.

Of cource it is always advisable to visit the home of each child early in the school year for more insight into the life style of the student and to encourage more parent involvement in the developmental plans for his child. These should include personnal values, attitudes, self-enhancement skills, improved behavior, work habits and development of activities in persisting life's problems. They way, mutual agreed-upon goals can be reinforced with parent and teacher

working together. Obviously, subjects taught in school gain reality through family acceptance and family reinforcement.

ASSESSMENT OF COMMUNITY JOB OPPORTUNITY

Findings

As a result of the assessment of job opportunities in Glades, Martin and Okeechobee Counties, a list of potential employers was compiled with name of the business, a summary of job activities and the personal characteristics required for successful employment for each specific job. The list of employers in recorded in the Appendix for each county.

Even though the greatest number of employing firms in the area are in the sales category, the largest employment opportunity, or jobs available, are in the agricultural category. The groves, sugar farms, flower farms, tomato farms and dairies would provide employment for the greatest number of E.M.R. Graduates. Domestic services, food services and personal services are slso numberous. The high interest jobs available to the E.M.R. would be in the environmental area, such as fishing, forestry, ranching, pet and animal care.

The outstanding personal characteristics indicated as requirements for successful imployment were attendance and

dependability. Employers are quite concerned about employees working two or three days a week and being absent the major portion of the time in which they are employed. Often an employee will work several weeks and quit his job expressing the fact that his dad doesn't have to work and why should he. Many workers fear the loss of welfare payments if full time work is pursued. Employers perfer that employees develop interest in their work and dependabiltiy to the point where job and wage promotions could be granted on a regular basis. Other personal Characteristics employers feel to be important are ability to work with little supervision, follow instructions, count and the ability to read and to write adequately.

Recommendations

It would appear from the findings of this job opportunity assessment that ample resources are available in the project counties to provide successful employment for all E.M.R. children as our ultimate goal in our curriculum development.

Before successful employment can be realized, however, awareness of these resources must be experienced by teacher and pupil involvement, beginning in the primary grades.

Continued awareness and exploratory experiences through the elementary grades need to continue to motivate and provide success on which job choices can be realized before actural pre-vocational training begins at the junior high level. Secondary curriculum planing can be done on the basis of recorded occupational interest and aptitude of each student form the elementary E.M.R. program.

Employers are very interested in the early motivation of students and are willing to become active resource persons in sharing their enthusiasm for their product as well as their time and facilities with the teachers and pupils in developing this motivation and interest.

The job activities listed for the various occupations and others the teachers will develop should be the basis of task analysis activities used in implementing the curriculum objectives which have been developed by the Union County Curriculum Project.

Motivation, interest and preparation for jobs in this agricultural area is appropriate because of the many jobs available. One flower farmer of the twenty-eight flower farms

in the area said he could use 70 dependable employees 85% of the year. Slack seasons are minimal due to year-round operations.

Since facilities are not available in the schools to simulate tasks for students on the farm, as domestic workers, as service station workers, teachers should take the class to the community, as well as bring the resource persons into the school where students will be provided relevant simulated job experiences. With the teacher and student planning together, vocabulary, language, time, measurement and other basic skills will be learned and curriculum objectives achieved.

The findings of a survey made to discover how well former E.M.R. students performed in job situations revealed that many were unable to follow a series of verbal directions without demonstration and to maintain high efficiency in the absence of supervision. Indeed, the personal characteristics required most often for the jobs available in the three counties were the ability to work independently without con-

stant supervision or guidance, remembering correct proceduresand following them without reminders. It is obvious that these social skills must be stressed at all levels of the E.M.R. curriculum.

Some recommendations submitted by interested citizens were as follows: the training of hospital aides, lawn care and landscape workers as well as shoe shine and shoe care workers. For post school individuals suggestions were made to transport students to adult education classes which will increase the number of adults for our night school, include a basic reading course in the adult education program and provide academic instruction for clients working at the Rehabilitation Centers.

ASSESSMENT OF CURRICULUM

FINDINGS

Two basic assessments were made of the twenty E.M.R. classes in the three project counties. Data was provided by the teachers of the ratio of time the students spent with their peers in the regular program. In addition to the time ratio study made of all E.M.R. classrooms, the types of instruction and curriculum content being used were assessed.

The elementary classes in all three counties reported full time classes that are completely self-contained. Most children receive music, physical education, and library time as well as lunch time. But all these activities are participated in by the entire class as a group. Most elementary regular class teachers are not in favor of integrating E.M.R. students into their classes. This seems to be the main reason for the self-contained E.M.R. classroom. The secondary teachers report students attending E.M.R. classes on a part time basis one of which indicated to be functioning as a resource room. These secondary students are enrolled in art, home economics, shop, sports and pre-

vocation activities. A number of junior and senior high students are participating in part-time work study activities.

In general, there are few, if any, real differences in curriculum design between the E.M.R. program and the regular school program. In most of the E.M.R. classes in the three county area, the E.M.R. teachers use techniques similar to those of the regular classroom teacher. Some teachers use visual-motor perceptual materials and one teacher in Glades County uses the Social Learning Curriculum developed by Yeshiva University. Most teachers reported that they used small group instruction and individual direction interchangeably. The majority use regular report cards with about one half indicating added notations, and five in addition to the report cards, send letters to parents. This would indicate about 5% do not report progress other than the regular report card.

In the three counties there is no difference between the graduation requirements for special education or for those in the regular program. The students are scheduled to the various required classes, however, in Okeechobee

county the E.M.R. teacher has provided modified American History within her class which has met the school requirement. The Martin County High School E.M.R. teacher is endeavoring to apply standard course names to modified courses within her curriculum program.

One half of the teachers reported E.M.R. student participation in physical education and sports activities. On the other hand one-fourth reported no participation in regular class activities and one-fourth reported no participation in all extra-curricular activities. The former one-fourth reference is to the elementary level and the latter one-fourth reference is to the secondary level.

As a general rule there is very little parent involvement in E.M.R. class activities or parent-teacher meetings. Two of the twenty E.M.R. teachers in the three counties reported satisfactory parent involvement on a one to one basis.

RECOMMENDATIONS

As E.M.R. curriculum objectives are more clearly defined and the entire faculty becomes aware of these objectives, as well as the needs of E.M.R. students, more interaction between them and their peers will be accomplished. More

attempt at the elementary level should be made to have the E.M.R. participate in the regular program. A resource room approach might be initiated as an alternative to full-time placement. The E.M.R teacher would have to work more closely with the other teachers in scheduling for individual program needs.

"Recent developments indicate that precise planning can lead to important even dramatic changes in the development of young handicapped children. Basic to this precise planning is the involvement of the teacher in applied curriculum development"[1] It is recommended that in-service training in the use of Curriculum objectives be carried out. The activities planned in meeting these objectives should be in providing real-life experiences from which they can learn. As the teacher becomes more familiar with developing these skills through in-service she will be able to engage her students in developing many materials in time manner.

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[1]FOCUS ON EXCEPTIONAL CHILDREN, volumn 5, Number 2. April, 1973 page-1.

This will greatly enhance their learning experience and build a meaningful curriculum based on community resources.

"Television's use of video camera and recorder can be the answer to the children's needs to experience the world and not just look at it."[2] Teachers and students can use available cameras and recorders as well. As these experiences relate to basic subjects these subjects will become meaningful and the E.M.R. will enjoy success in his school program.

In order for E.M.R. students to possess adequate occupational skills at the completion of their education, further in-service training in task oriented activities and classroom management practice sessions need to be carried out. The practice of positive reinforcement techniques, verbal and/or token awards need to be a part of in-service training.

In regard to the diploma given to E.M.R. students at the conclusion of his specified curriculum, it would seem best to follow the course taken by most high schools.

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[2]T.V. Gives Child Life Experiences, Palm Beach Post. page-17, May 27, 1973.

That is, a regular diploma with requirements being met by modified courses as part of the E.M.R. program.

It is recommended that more parent teacher involvement be initiated as curriculum objectives are more clearly defined and shared.

ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING

FINDINGS

The assessment of facilities was accomplished by the E.M.R. teachers completing a checklist for equipment, supplies and classroom space available to them. All the teachers indicated they had available to them a phonograph, movie projector and an overhead projector. More than 75% had available a tape recorder, slide projector, filmstrip projector, cassette player/recorder, screen, headsets and/or listening station duplicator, and xerox-type copier. One-half of the teachers have the use of a language master, Hoffman reader, radio, language development kit, mirror, sinks and cameras. Twelve indicated they had tumbling type mats and physical education equipment such as balance beams, jump ropes, balls and rocking boards.

Those things less accessible for use were stoves, refrigerators, televisions, math development kits, power tools, hand tools, hair dryers, dishwashers, irons, ironing boards, clothes washers, clothes dryers and auditory trainers.

In checking materials used frequently, library books, records and reading development kits were at the top of the list. Language programs such as the Peabody were next.

The Frostig program for perceptual development was used by just one teacher , two make use of social curriculum materials and four teachers used science kits. Three teachers indicated they used a physical coordination program and seven teachers made use of vocation-oriented materials. Generally, the teachers expressed their need of more program materials to use in the academic areas.

The checklist indicated that the E.M.R. classrooms' were traditionally furnished with teacher desk, chairs, tables, filing cabinets, bookcases, etc. Consumable supplies used most frequently were pencils, ditto masters, chalk, writing paper (lined), construction paper and scissors. Photographic supplies and charts (lined, for teachers use) are used less frequently.

Most E.M.R. classrooms are much smaller than the standard classroom. One teacher in Martin County shares a room with a regular classroom teacher. He has a metal closet for storage and uses the room during the teacher's planning period. Room maintenance is generally the same as the other classrooms. Bathrooms and play grounds are available to all teachers.

Recommendations

Since only half of the E.M.R. teachers indicated the availability of cameras in their schools it is recommended that cameras be made available to all the E.M.R. teachers. Photographic materials also need to be made available. This material and equipment will be used in photograph the various job activities related to occupational resources in the community and also other activities related to daily experiences. This involvement will provide laboratory experiences by which concepts of occupational skills may be developed. The availability of these materials will greatly enhance the environment for learning. Photographic supplies and chart paper for experience writing need to be made available to all teachers.

Those things indicated by the teacher data as less accessible for use and relate to daily living activities need to be made accessible for all E.M.R. classes. They are stoves, refrigerators, power tools, hand tools, hair dryers, irons, ironing boards, clothes washers, clothes dryers, math development kits and auditory trainers. The following items are available to one half of the E.M.R. classrooms but

need increased availability: language masters, mirrors, physical education equipment including jump ropes, balance beams, tumbling mats and balls. The E.M.R. teachers should work with the physical education teachers to establish a comprehensive program in physical skills development.

The teachers indicated their need for programmed reading materials, language development kits and other materials to increase the possibility of individualized, task oriented programs in providing for each E.M.R. child in the program.

According to the data, more use could be made of Frostig perceptual development material, science kits and physical coordination programs.

Vocationally-oriented materials will be developed in the community with in-service training, utilizing the community environment which has unlimited resources for the selection and development of activities corresponding with the needs of the children. The community environment will be the source of many activities to implement and revise our proposed objectives. As vocabulary, language, time,

measurement and other basic skills are developed and implemented through these community based activities the success the child experiences will reflect greater importance on the community environment for learning than the programmed kits and materials relied upon in the present programs.

All teachers should utilize community resources as a means of developing the social skills the community experiences will provide.

ASSESSMENT OF ADMINISTRATIVE SUPPORT

FINDINGS

The claim of autority in each project county for exceptional child services is outlined on each county chart found in the Appendix. The E.M.R. teachers are generally responsible to their principal for administrative matters and to the county coordinator of exceptional child education for some supervision. However, Martin County is the only project county whose Coordinator's major job is Director of Exceptional Programs. In Glades County, the General Supervisor with all his varied administrative duties, has the responsibility of exceptional child services.

Okeechobee District's current student population and number of Exceptional Education Programs, up to this present time, doesn't justify a full time coordinator. The Supervisor of Instruction is also responsible for the Master In-Service Planning, the Coordinator of Accountability and accreditation. Even though little time is left to devote to exceptional child services in the district this administrator's expertise derived from these other fields of experience greatly enhance his ser-

vices to exceptional children.

In all three project counties the Guidance Counselors provide initial screening services for students referred for special services. Martin County is the only project County having a school psycholigist. Glades county psychological services are provided through the county health department. However, this service has not been adequate to provide psychological evaluations and recommendations prior to placement in the E.M.R. program. In the Okeechobee District, contracted, psychological services have been made available. Approximately 200 psychologicals have been administered during the current school year.

Due to the back log of teacher referrals in Martin County, some psychological services were provided through our Title VI-B project funds. Plans are being made to provide psychological services for Glades County as well through project funds. The reason for this is to provide more efficient curriculum planning for each individual child with in the E.M.R. program on the basis of the clinical evaluation and recommendations.

Staffing procedures have been developed and adopted in Okeechobee and Martin Counties. However, the staffing committees' function outlined in the plan is active to a minimum capacity. The major criteria used for placement of the E.M.R. in the special class is the intelligence quotient. Glades County secondary program places children in the E.M.R. class when they are a problem in the regular class. However, their current county plan will remedy this situation. Their plan is based on the state guidelines for providing a staffing committee to be responsible for placement. This committee will consist of The Guidance Counselor, classroom teacher, E.M.R. teacher, recommendation of the pshcyologist and/or physician and includes the cooperation and consent of the parent. Dismissal will also be made by this committee.

Ninety percent of the E.M.R. teachers reported sufficient independence in planning their E.M.R. program and activities, and that they can depend on the support of their administrators. It is believed that administrators are be-

coming more aware and interested in special education. Only four of the E.M.R. teachers felt disregarded as far as their dicision-making and recommendations were concerned. The majority of the E.M.R. teachers expressed the fact that communications with the administrators of the exceptional child program should be improved.

Funds for special education services in the three counties come from the same sources as those for general educational services. Funds are generated by local, state, and federal taxation. Federal funds for the handicapped, including funds for this Curriculum Development Project, may be received from Title VI-B of the Elementary and Secondary Education Act on a competitive basis through the Department of Education. Additional funds are allocated from the Vocational Education Act Amendment of 1968 which provides that 10% of all vocational education money must be spent for handicapped children. Teachers, equipment, travel, or any combination of the three may be supported by money from this source.

Beginning in 1973-74 units will be allocated to each

district on the basis of district surveys which seek to identify the number of exceptional children enrolled in the schools.

The Department of Education distributes funds according to proven need for the construction of facilities to house exeptional child units. This year Martin County has secured funds for the construction of a facility for secondary E.M.R.s.Okeechobee has received funds for the construction of an elementary facility for E.M.R., T.M.R., and S.L.D. Children.

Each county's philosophy of education for the exceptional child was stated in its Annual Plan for the Provision of Special Education Programs as well as in the Appendix of this document.

RECOMMENDATIONS

It is believed that a full time coordinator serving the needs of the exceptional child programs in Okeechobee and Glades counties would greatly enhance services to exceptional children. This would result in better communications between the administration and the classroom, more ef-

ficient staffing and placement procedures, assistance with referral techniques and evaluations and overall program improvement.

It is strongly recommended that the criteria for placement and dismissal of E.M.R. children as stated in the county plan for each district be closely followed. For this to become a reality the entire instructional staff as well as administrators and guidance personnel needs to be aware of these procedures and each assist in the function as it relates to children needing special services in their area. More stress needs to be placed upon the social and vocational needs of the child in relation to his placement in special class rather than stress on the I.Q. score. The staff should be given special education information at the beginning of each school year with forms necessary to make proper referral. Knowledge to communicate with the parent of each child needing special services will be improved.

Glades County made the following request in their current county plan for exceptional children, "As part of our continuing effort to meet the needs of all our students

it is requested that at least one person be employed as an aide at the Elementary level who is Bi-lingual (Spanish-English). The need is great for a person who socially, culturally and ethnically understands our Spanish population. We feel our Spanish pupils will feel more secure in the school environment knowing we share common goals."

ASSESSMENT OF SUPPORTIVE SERVICES

Findings

It becomes apparent when tallying data from the three project counties that a greater number of supportive services exist in the larger counties in comparison to the small county of Glades. In the area of Personnel Services all three counties have guidance counselors in all project schools. Martin and Okeechobee Counties employ occuaptional specialists as well as provide county wide psychological services. A county wide reading specialist is also employed in Okeechobee County. Martin County has a Title I, language development program as well as an E.S.A.P. cultural enrichment program. It appears by the data collected that principals did not indicate all the personnel services available to their schools.

Even though Glades County does not show data indicating various Personnel Services, upon close observation of school activities being carried out in the Elementary schools it shows many creative extra-curricular school functions in progress. In addition to the students developing a Year

Book, the students, under the direction of the Principal, Guidance Counselor and Instructional staff, participated in money raising projects which provided for materials used in these activities. Pre-vocational activities are also carried out as part of the curriculum such as shop, landscaping, horticulture, cement work, and basic C.B.S. construction activities. The Elementary girls participate in food-service activities in the school cafeteria.

Generally in the three project counties few E.M.R. students have been eligible to participate in the work-study and vocational classes due to social maladjusted behavior as well as overloaded vocational type classes. However, in Martin County, because of Vocational Rehabilitation services being made available, eight of the sixteen E.M.R. students were evaluated and placed in a work-study program. The Annex bus was used to transport the students to jobs. The students thus employed were as follows: Holiday Inn (two), Repair shop (one), School Cafeteria (two), McDonalds (one), Parker Cafeteria (two).

Speech and Hearing Services are provided in Martin and

Okeechobee Counties. Staffing Committees for E.M.R. placement have been set up for the sixteen project schools with only six of the schools actually utilizing these committees for E.M.R. placement. Homebound instruction is provided in Martin and Okeechobee Counties, Martin County has a resource unit for the gifted in the middle school while Indian River Junior College is utilized as a resource for Okeechobee's gifted students. Okeechobee County is the only project county having S.L.D. units. Both units are on the Elementary level.

Vocational Rehabilitation services are not provided in either Glades or Okeechobee Schools. According to the area Vocational Rehabilitation supervisor, due to lack of funds, there are no state plans for services in this sponsoring district until after 1975 regardless of mandatory legislation to serve every child by 1973.

Recommendations

Although adequate supportive services exist in all project schools in the three counties for the regular school program, every high school as well as junior high

should have a certified teacher who could work with the E.M.R. students and their teacher to plan and carry out an effective work-study program. Cooperative School Program planning with Voc. Rehab. needs to be established in all three project districts to provide vocational services for secondary E.M.R. and socially maladjusted students. This planning would provide vocational evaluation, adjustment training and actual job placement by the joint effort of the Occupational Teacher and the Vocational Rehabilitation Counselor.

Other sources of services which need to be utilized in the three county area are the Bureau of Crippled Children and the Federal Neighborhood Youth Corps program. These programs and others can be contacted through the county health department and/or the office of the County Commissioners.

The teacher referral form utilized adequately by teachers and personnel services will help identify those who will benefit by the curriculum being developed by the project. This will be a means of meeting the project objective of the successful employment of each high school E.M.R. student in his community. This process of referral when adequately

followed will help by proper identification to provide services also for the emotionally disturbed and socially maladjusted student.

According to the Glades district plan, "The projected increase in staff requirements are a result of more effective screening, assessment and referral procedures which have identified more students in need of special services. Indications are that the future will bring additional manpower needs in this area".

It is recommended that the staff of secondary personnel services in the three project districts together with the E.M.R. teachers work out graduation procedures based on the curriculum objectives and activities developed during this project. The state guidelines in Graduation Procedures, January 1973, provides a working outline. This recommended document is provided by: State of Florida Department of Education, Floyd T. Christian, Commissioner; Division of Elementary and Secondary Education; Bureau of Curriculum and Instruction; and Education for Exceptional Children.

ASSESSMENT OF LOCAL AGENCIES SUPPORT

Findings

A variety of local agencies support is available in the three project counties, the larger counties indicating a larger variety of services. The majority of services being in the area of leisure time facilities, such as parks, libraries and youth centers. Health related services rank next as provided by local agencies. These agencies are listed in the Appendix.

School health programs are established in the three districts. These services include eye testing, immunizations, audio testing and referral services through the local health departments. These health services are sponsored by the State Board of Health and are provided within the legal framework of the department. This means that many health needs of the students cannot be met within this limited framework. The smaller counties, furthermore, do not have the clinical services and teaching hospitals that provide a larger variety of services in larger cities where universities and teaching hospitals are located. Medicade referrals are not honored in the smaller counties by local doctors due to "much paper work".

Welfare services provide free breakfasts and lunches in the Martin County elementary schools where needs warrant. Welfare clients in all three counties have a food stamp program available to them.

Non-profit organizational support comes from parent-teachers groups such as P.T.A., A.R.C., local churches, 4-H clubs and boy and girl scouts. United fund and the Bureau of Crippled Children provide services for more serverly handicapped. However, due to lack of funds in these agencies services have not been available in many instances. The Council for Exceptional Children, area Chapter #306, which includes Martin and Okeechobee Counties, published a local services directory based on a survey of the area. This directory is available for schools and professionals from local C.E.C. members.

Recommendations

It is of utmost importance to acquaint parents and community citizens with special class functions and objectives. This will create the necessary interest in reinforcing the program in the home and community as well as the

school. This can be accomplished best by good teacher-parent communications as well as reporting through local news media the activities being carried out in the program to meet the objectives.

The teachers need to become aware of all the service clubs and non-profit organizations in each county so they may know where to ask for assistance. Along with services provided by these local agencies we will have to rely on the good will of local doctors, when necessary, to honor the request of the department supervisor to provide necessary examination, referral or treatment. This should always be done at the doctors set time and his convenience. This course will be necessary until funds are legislated by the State Department of Education for placement into the Exceptional Child Program.

APPENDICES OF SUPPORTING DATA

I. ASSESSMENT OF TARGET POPULATION

Title VI-B

E.M.R. Population Assessment

Race Totals

	Black	White	Boys	Girls
Glades	32	44	57	20
Martin	103	51	82	70
Okeechobee	33	56	62	28
Total	168	151	201	118

Total E.M.R.'s ---------- 319

Note - These totals were made at a later date when the E.M.R. population was updated at the time of the teacher visit by the E.M.R. Helping Teacher.

Title VI-B

E.M.R. Population Assessment

Dates of Test

Glades	'65	'67	'68	'69	'70	'71	'72	Date indic
		2	6		17	12	22	7
Martin				7	33	48	34	3
Okeechobee	1	1		2	2	15	53	1
Total	1	3	6	9	52	75	109	5

Total E.M.R.'s ---- 312

Title VI-B

E.M.R. Population Assessment

I.Q. Range

	50-75 I.Q.	Above 75 I.Q.	Below 50 I.Q.	Score not indicated
Glades	22	40	2	2
Martin	114	9	9	24
Okeechobee	54	14	6	16
Total	190	63	17	42

Total E.M.R.'s ---- 312

Title VI-B

E.M.R. Population Assessment

Age Ratio of E.M.R.'s

Glades	6-7-8	9-10-11	12-13	14-15-16	17-18	Birthdat not indicate
	9	4	28	25	0	0
Martin	20	50	35	33	6	12
Okeechobee	11	28	13	22	13	3
Total	40	82	76	80	19	15

Total E.M.R.'s ---- 312

TALLY SHEETS

SOCIAL COMPETENCIES SCALE
CHILDREN, AGES 3 - 12

Check the skills which the child consistently demonstrates.

I. Independent Functioning

A. Eating Skills

124 1. Feeds self with spoor and fork - neatly.
84 2. Uses table knife for cutting or spreading.
71 3. Uses knife and fork correctly and neatly.
54 4. Able to order a complete meal in restaurants.
120 5. Drinks without spilling, holding glass in one hand.
104 6. Eats soups and solids equally well.
80 7. Chews food with mouth closed.
57 8. Does not talk while eating.
80 9. Uses napkin properly.
108 10. Eats without dropping food on the floor.
109 11. Does not play with food.

B. Bathroom and Cleanliness

135 12. Never has toilet accidents
138 13. Washes hands without help, using soap.
135 14. Flushes toilet after use.
107 15. Washes face alone using soap.
111 16. Dries self (well) alone.
96 17. Able to adjust water temperature without help.
92 18. Keeps self clean without being reminded (skin, nails, underwear resonably clean).
98 19. Applies toothpaste and brushes teeth, preferrably with up and down motion.
119 20. Has good posture when standing, sitting, and walking.
102 21. Combs and brushes hair well.
114 22. Knows the difference between clothing for varying functions and weather conditions.
118 23. Puts on clothes without help (buttons, zips, snaps buckles, ties).
127 24. Able to take off clothes without assistance.
110 25. Able to tie and untie shoes alone.
114 26. Can hang up clothes unaided.

C. General Independent Functioning

109 27. Can go several blocks from school or home without getting lost.
135 28. Can find his way around the school building without getting lost.
66 29. Able to place local telephone calls without assistance.
41 30. Able to use a pay phone.
28 31. Able to use a telephone directory alone.
62 32. Can answer a telephone politely and take a message.
65 33. Knows how to deal with simple injuries, e.g., cuts and burns.
87 34. Can go to a shop and specify one item.
114 35. Can be sent on simple errands without a note.

Physical Development

129 36. No difficulty seeing (with or without glasses).
135 37. No difficulty hearing (with or without hearing aids).
112 38. Able to balance on "tiptoe" while bending forward.
112 39. Able to stand on "tiptoe" for ten seconds.
123 40. Stands without support for ten or more minutes.
126 41. Sits unsupported and with good posture.
130 42. Walks up and down stairs unaided.
139 43. Walks unaided.
117 44. Can hop and skip.
132 45. Able to jump by lifting both feet off the ground simultaneously.
133 46. Can catch a ball.
125 47. Can throw a ball overhand.
136 48. Can run without falling often.
134 49. Not spastic.

Sociability

81 50. Uses phrases such as "please" and "thank you".
96 51. Talks pleasantly during meals.
85 52. Talks to others about sports, family, group activities, etc.
120 53. Listens and can be reasoned with verbally.
130 54. Is willing to help if asked.
101 55. Offers assistance to others.
97 56. Does helpful things for others.
114 57. Wishes to please others.
91 58. Shows interest in the affairs of others; is not indifferent.
76 59. Takes care of others' belongings.
83 60. Seems considerate of others' feelings.
130 61. Knows the names of many people around them.
106 62. Plays cooperatively or competitively with others in group games.
100 63. Is an active and eager participant in group activities.
92 64. Shares with others (material possessions).
117 65. Is not overly jealous of the teacher's or aid's time when he/she is helping another person.
104 66. Takes turns.
110 67. Is not overly dependent upon the teacher (is not at the teacher's elbow constantly).
91 68. Does not always have to be made to do things; has a sense of self-direction.
51 69. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.

Responsibility

108 70. Will pay attention to a task for <u>at least</u> fifteen minutes.
98 71. Is able to complete a task without constant encouragement.
52 72. Associates time on clock with various actions and events.
104 73. Arrives on time for scheduled appointments, activities, school, etc.
67 76. Is a careful worker, not "sloppy" or careless.
77 77. Stays with the task without frequent redirection.
77 78. Never leaves place of required activity without permission.
116 79. Is not absent excessively from routine activities (school).
107 80. Returns to places where he is supposed to be after leaving, e.g., going to toilet, running errand, etc.

TALLY SHEETS

SOCIAL COMPETENCIES SCALE
ADULTS, AGES 13 OR OLDER

Check the skills which the adult consistently demonstrates.

Independent Functioning

A. Eating Skills

137 1. Feeds self with spoon and fork - neatly.
132 2. Uses table knife for cutting or spreading.
130 3. Uses knife and fork correctly and neatly.
92 4. Able to order a complete meal in restaurants.
141 5. Drinks without spilling, holding glass in one hand.
136 6. Eats soups and solids equally well.
11? 7. Chews food with mouth closed.
9? 8. Does not talk while eating.
107 9. Uses napkin properly.
134 10. Eats without dropping food on the floor.
132 11. Does not play with food.

B. Bathroom and Cleanliness

129 12. Never has toilet accidents.
133 13. Washes hands and face with soap and water at appropriate time.
130 14. Able to adjust water temperature when necessary without help.
101 15. Flushes toilet after use.
126 16. Bathes regularly.
121 17. Keeps self clean without being reminded (skin, nails, underwear).
129 18. Does not have strong body odor.
82 19. Applies toothpaste and brushes teeth with up and down motion.
116 20. Teeth are clean and without unreasonable amount of decay
64 21. (For females) Cares for self completely for menstruation.
113 22. Has good posture when standing, sitting and walking.
124 23. Clothes fit properly.
116 24. Clothing is clean, pressed, and in good condition.
106 25. Chooses appropriate clothing for formal and informal occasions.
140 26. Able to dress and undress unassisted.
128 27. Combs and brushes hair well.
136 28. Does not wear an unusual or extreme hair style.
115 29. Uses a moderate amount of perfume or makeup, (men-hairoil or cologne) when he/she wears it.
87 30. Shaves frequently (women-shaves legs or underarms frequently.
72 31. Wipes and polishes shoes when needed.
96 32. Hangs up clothes or puts clothes away without being reminded.
132 33. Can tie and untie shoes alone.

C. General Independent Functioning

133 34. Knows his way around the immediate community without getting lost.
101 35. Able to ride on train, plane, or long-distance bus independently.
94 36. Able to use the telephone directory.
120 37. Can place calls from a pay telephone as well as private telephone.
110 38. Answers telephone politely and takes messages.
91 39. Knows postal rates, can buy stamps from Post Office.
120 40. Knows how to deal with simple injuries, e.g., cuts, burns.
112 41. Knows how and where to obtain a doctor's or dentist's help.
97 42. Knows about welfare facilities in the community.
82 43. Is able to use banking facilities.
115 44. Makes change correctly up to one dollar in coins and twenty dollars in bills.
96 45. Shows some ability for budgeting money.
121 46. Can go to several shops and specify different items.
122 47. No major physical disabilities which hamper normal functioning.

Sociability

127 48. Uses phrases such as "please" and "thank you".
118 49. Is sociable and talks pleasantly at meals.
102 50. Talks to others about sports, family, group activities, etc.
114 51. Can talk another back in good humor.
110 52. Listens and can be reasoned with verbally.
84 53. Fills in main items on application form reasonably well.
124 54. Is willing to help if asked.
113 55. Offers assistance to others.
110 56. Does helpful things for others.
112 57. Wishes to please others.
103 58. Shows interest in the affairs of others when needed.
87 59. Takes care of others' belongings.
84 60. Directs or manages the affairs of others when needed.
101 61. Seems considerate of others' feelings.
98 63. Plays cooperatively with others in group games.
73 64. Initiaties group activities (leader and organizer)
102 65. Participates in group activities spontaneously and eagerly.
102 66. Takes turns.
87 68. Does not try to tell others what to to do (in a bossy manner).
92 69. Does not demand service from others.
95 70. Does not push others around or cause fights.
106 71. Is not given to throwing tantrums.
100 72. Does not manipulate others to get them in trouble.
91 73. Does not interfere with others' activities, e.g., blocking passage, grabbing play equipment, etc.
68 74. Does not use verbal threats of others or hostile language, e.g. "stupid jerk", "idiot", etc.
23 75. Is not jealous of the teacher's aide's time when he/she is helping another person.

99	76.	Able to organize leisure time adequately, e.g., hobbies, T.V.
95	77.	Does not exhibit inappropriate interpersonal manners.
109	78.	Respects person in authority.

Responsibility

92	79.	Is never late for scheduled appointments, activites, school, etc.
122	80.	Returns to places where he is supposed to be after leaving on an errand, going to toilet, etc.
93	81.	Does not disrupt a group activity by talking about unrelated topics, making loud noises, or acting up.
100	82.	Will pay attention to a task for more than fifteen minutes.
113	83.	Can tell time well enough to meet appointment; of task.
67	84.	Is never late for work without good reason.
83	85.	Never leaves work station without permission.
90	86.	Is a careful worker, not "sloppy" or careless.
84	87.	Very dependable-always takes care of personal belongings.
92	88.	Makes a special effort to carry out responsibility of task.
89	89.	Stays with the task without frequent redirection.

All E.M.R. teachers did participate in filling out and submitting these forms.

INDENTIFY POPULATION OF PUPILS
NO LONGER IN E.M.R. PROGRAM

GLADES COUNTY

Returned to regular class, functioning in a satisfactory manner----------38 students

Promoted from Elementary to Junior High----------7

Graduated from High School----------4

Now in Special Reading----------13

Moved out of County----------21

Dismissed from school----------1

Transferred to Adult Education----------2

Age and Religion----------1

Joined the Navy----------1

Working-source unknown----------2

MARTIN COUNTY

Returned to regular class----------24

Promoted to Middle School----------61

Promoted to Murry #9----------6

Unknown-may have moved----------1

Moved----------8

Deceased----------1

OKEECHOBEE COUNTY

Returned to regular class----------4

(cont'd on next page)

Rejected by Staffing Committee, returned to regular class----------8

Returned to regular class but remain on E.M.R. waiting list----------6

Promoted to Junior High School----------4

Transferred to L.D. class----------6

Transferred to T.M.R. class----------1

Promoted to High School----------8

Loved----------9

Deceased----------1

ASSESSMENT OF JOBS OF POPULATION
NO LONGER IN E.M.R. PROGRAM
WHO ARE EMPLOYED

GLADES COUNTY

None

MARTIN COUNTY

Rogena Brown	Pioneer Occupational Center
Barbara Preston	Pioneer Occupational Center
Diane Robinson	Pioneer Occupational Center
Landa Williams	Pioneer Occupational Center
Raymond Gray	Pioneer Occupational Center

OKEECHOBEE COUNTY

Elisha Sires	Shelly's Grocery and Restaurant
Patty Brown	Kirby's Shoe Store
Earl Peterson	Okeechobee Rehabilitation Facility
Leroy Anderson	Okeechobee Livestock Market
Henry Wolff	Okeechobee Rehabilitation Facility
Peggy Cowart	Okeechobee Rehabilitation Facility
Donna Banneaw	Markham Brothers & Co. Cannery

REPORT DROP-OUT RATE OF PUPILS WHO LEAVE
BEFORE COMPLETING AN E.M.R. PROGRAM

MARTIN COUNTY

Attends night school and works----------2

Clients at Pioneer Occupational Center----------5

Drop-out due to pregnancy----------2

Drop-out due to illness----------1

Drop-out no reason given----------3

OKEECHOBEE COUNTY

Drop-out, now working in community----------9

To be married----------2

Pregnancy-in homebound program----------1

GLADES COUNTY

Drop-out, no reason given----------3

EVALUATION: TITLE VI-B PROJECT - GLADES, MARTIN, AND OKEECHOBEE COUNTIES

The target population and random sample was drawn from Glades, Martin, and Okeechobee Counties. More data was available from Martin and Okeechobee Counties than from Glades County. This was true because of the limited psychological services available in Glades County. The evaluation is presented in two parts due to the difference in data available.

PART I

SUBJECTS: MARTIN AND OKEECHOBEE COUNTIES

More males than females were included in the random sample. Nine subjects were included from Okeechobee County. Eight were males and one was a female. From Martin County there were ten males and six females. The target population consisted of more males than females. All of the subjects included in the target population had been administered individual tests of intelligence by a qualified examiner. The tests had all been administered within the 1972-1973 school years.

The chronological age ranges were 6.5 - 16.4 years of age. The median chronological age for the subjects from Okeechobee County was 13.11 years. For the Martin County subjects the medial chronological age was 10.2. The median chronological age for the two groups combined was 10.11 years of age and the mode was 9.5 years of age.

The scores used in this study were derived from administration of the Wechsler Intelligence Scale for Children. The full score range was 48 - 78. The median intelligence score for the Okeechobee County subjects was 62 while the median for the Martin County subjects was 59. The mean intelligence score for the subjects from Okeechobee County was 65.66 and for the

Martin County subjects was 60.94. The median for the two groups combined was 60.94. The median for both groups was 62 and the mean was 62.8. The mode for the combined groups was 62.

The group, as a whole, fell within the educable range (IQ's 50-75). One subject was included whose score was above 75.

The chronological age range was 6.5 - 16.4 years of age. The median chronological age for the subjects from Okeechobee was 13.11. For the Martin County subjects the median chronological age was 10.2. The median chronological age for the two groups combined was 10.11 and the mode was 9.5 years of age.

INSTRUMENTS:

All of the subjects referred for inclusion in this project were administered individual tests of intelligence. As reflected above the instruments used included the WPPSI, WISC, or the WAIS. Other instruments were employed in the identification process. The ones most commonly used were the Otis-Lennon, SIT, and the Peabody, Bender Gestalt and the House-Tree-Person. the WRAT was used in many cases as a means of determining the subjects' academic functioning level. The individual scales, WPPSI, WISC, WRAT were administered by qualified examiners.

As a whole the scores revealed that a majority of the subjects scored higher on the verbal sections of the individual tests of intelligence than they did on the performance subtests. In only one instance was the subject's score the same on the verbal and performance subtests.

More males than females were included in the sample; this is not too unusual since more boys than girls are referred and enrolled in classes for educable mentally retarded children.

OTHER FINDINGS:

A study of the psychological reports revealed that of those pupils referred for testing but not included in the random sampling many were experiencing difficulty functioning in the regular classroom setting. It is suspected that in some cases these pupils would be eligible for enrollment in programs designed for children with other exceptionalities such as learning disabilities or emotional problems. It is recommended that these children be further evaluated for consideration for enrollment in programs designed to meet their needs. This does not imply enrollment in self-contained classes. The help that many of these pupils need could be provided through a resource room.

Other disabilities that were recorded in the data of those included in the project were: speech defects, hearing deficiencies, aphasia, brain damage, emotional disturbances, and poor coordination. Based upon this data it is recommended that in some instances these subjects should also be provided with ancillary services, i.e, speech therapy. In those cases where the necessary ancillary services are not available, it is recommended that referrals be made to the appropriate agencies for further evaluative work and the necessary services.

OTHER RECOMMENDATIONS:

1. A referral form providing background data and specific reason for referral should be completed on each subject referred for psychological testing prior to the date of testing.
2. All psychological reports should contain the scores derived from the administration of any given scale. In those cases where the scores are not considered to be valid this should be stated.

3. Specific recommendations should be made for the educational needs of each subject tested.
4. The population from which the random sampling was chosen revealed that some of the pupils had been diagnosed as slow learners or in categories other than that of educable mentally retarded. Recommendations for working with these subjects should be included in the psychological reports for each pupil.

RECOMMENDATIONS FOR THE E.M.R. CURRICULUM PROGRAM:

1. Diagnostic tools should be used to pinpoint the specific weaknesses and strong points of each pupil. Based upon this individual diagnosis by the teacher an educational prescription should be written. This prescription should include specific objectives to be met.
2. Adequate materials will be needed at each stage of the child's development to aid the teacher and child in alleviating the designated weaknesses.
3. A systematic approach should be used in the instructional program.
4. A determination will have to be made as to the development level of each child, i.e., whether the pupil is operating at the concrete, pictorial, or abstract level. The teacher should begin working at the appropriate level of development.
5. A development program designed to aid the child in vocabulary development should be planned and initiated.
6. The curriculum should be inclusive, i.e., it should provide for the pupil educationally from the time of enrollment in school through at least twelve years.

7. Activities designed for improving the perceptual ability of the groups should be developed. Such activities would include using jigsaw puzzles, labeling objects (like parts of the face), working with blocks (parquetry), and other performance-type activities.
8. Make extensive use of concrete materials such as blocks, pictures, pegboards.
9. More time should be used when introducing new materials to these pupils.
10. Present new work sequentially and give ample opportunity to master a new concept before the next concept is presented.
11. There should be frequent reinforcement of previously acquired skills by allowing more time for practice exercises.
12. Visual perceptual abilities may have to be reinforced by use of Frostig-type materials. If formal materials are not available, encourage exercises in tracing and coloring within lines.
13. Make use of paper cutting and folding exercises.
14. Form board exercises should be helpful.

PART II

GLADES COUNTY

The data available from Glades County was sparse and, as a result, difficult to use in formulating a meaningful evaluation. This was true since the psychological services available to this county were limited. It was obvious to the evaluator that up-to-date psychological reports are needed for many children prior to placing them in a program designed for educable mentally retarded children.

FINDINGS

SUBJECTS:

More males than females were included in both the target populations and the sample. This is logical since more boys than girls were referred and placed in classes for exceptional children. The chronological age range was from 4.7 - 18.11 years of age. The median age of the group was 14.2 years of age.

INSTRUMENTS:

A wide variety of instruments was used. They included the Otis-Lennon, Stanford-Binet, Wechsler Intelligence Scale for Children, and the Peabody Picture Vocabulary Test. The person doing the testing was not specified.

Since a wide variety of tests were used, the median, mean or mode of the scores is not included. Although the scores are not comparable, the range of scores was from 49 - 100.

The testing was done over a four-year period extending from 1968 - 1972.

RECOMMENDATIONS:

A referral system is needed whereby children recommended for classes for educable mentally retarded children are tested by a certified psychologist or psychometrist. Criteria for eligibility for enrollment in classes for educable mentally retardates should be established and then subjects should be tested on an individual scale of intelligence prior to being considered for placement. Other considerations that should be studied prior to placement in such classes would be the child's adaptive behavior.

Many of the subjects in the target population were not retarded. Due to the fact that a variety of scores were used, it was difficult to determine whether or not those chosen for inclusion were truly retarded.

FINDINGS:

Many of the target population were from minority backgrounds. Some were bilingual. In such cases consideration should be given to the test that would be used as well as to the language spoken by the examiner.

Many of the subjects included obviously need special help educationally; however, it appears that they are not truly retarded.

RECOMMENDATIONS FOR CURRICULUM:

1. It is impossible to make specific recommendations that would be applicable to a curriculum development. However, it is recommended that the developmental stage of each child be considered in planning a curriculum for him. The stages of development would include the concrete, pictorial, and the abstract. In those cases where the subject is bilingual the teacher should also be bilingual. Before a child can really profit from abstract thinking, he must have a well developed auditory and vocal vocabulary. There are some well developed language programs which would be worth considering such as the Peabody Language Development Kit. Many manipulative materials would also be needed for many of the children. A multisensory approach should be used.
2. Make extensive use of concrete materials such as blocks, pictures, pegboards.
3. More time should be used when introducing new materials.
4. Present new work sequentially and give ample opportunity for the child to master a new concept before the next concept is presented.
5. There should be frequent reinforcement of previously acquired skills by allowing more time for practice exercises.

6. Visual perceptual abilities may have to be reinforced by use of Frostig-type materials. If formal materials are not available, encourage exercises in tracing and coloring within lines.
7. Make use of paper cutting and folding exercises.
8. Form board exercises should be helpful.

II. ASSESSMENT OF TEACHERS

SUMMARY OF TEACHERS OF E.M.R. CLASSES

GLADES COUNTY

Glades Elementary School
Mrs. Iris Jones
Mr. Robert Hipps

Glades Junior High School
Mr. Michael Argabrite

OKEECHOBEE COUNTY

Okeechobee Primary School
Mrs. Judith Ann Stawski

South Elementary School
Mrs. Judith Green

Okeechobee Elementary
Mr. David Houck

Junior High School
Mrs. Cecilia Fitt

Senior High School
Mrs. Marilyn McCuller

MARTIN COUNTY

Indiantown Middle School
Miss Jo-An Barnoski

Stuart Middle School
Mrs. Kathellen Cummings
Miss Patricia Gates

Parker Elementary
Miss Catherine Graham
Mr. Windell Wooten

Murry # 9
Mr. Robert Gunzel

Hope Sound Elementary
Mrs. Jocelyn Johnson
Mrs. Margaret Wheeler

Jensen Beach Elementary
Miss Donna Strongosky

Warfield Elementary
Mr. John W. Teter

Port Salerno Elementary
Miss Glenda Waldrop

Martin County High
Mrs. Linda Sheehan

TALLY SHEET

TEACHER INFORMATION

Tally based on population of 20 teachers

1. What was your last degree and when did you receive it?

   Bachelor's Degree -- 1942-68 - 6
   Bachelor's Degree -- 1969-72 - 9
   Master's Degree ---- 1955-64 - 2
   Master's Degree ---- 1971-72 - 3

2. Briefly state your philosophy education concerning the educable mentally retarded.

   Proficiency in basic skills to be a productive adult ----- 6
   Help student reach his highest potential ---------- 9
   Guide student to a useful life ---------- 1
   Provide supportive environment ---------- 3
   Help student become a good citizen ---------- 3
   Help him attain economic independence ---------- 2
   Develop basic and social skills ---------- 1
   Guide student into pre-vocational field in Jr. High ------ 2
   Integrate with peers to reach highest social potential --- 3
   Provide individualized instruction ---------- 2
   Give student the best education we can ---------- 1
   Provide repetition and success experiences ---------- 1

3. Briefly list your sequence of goals or objectivies for this year. That is, what do you hope to accomplish with your E.M.R. class in terms of academic, vocational and/or social skills?

   Build skills around citizenship ---------- 3
   Build basic math and language skills ---------- 8
   Build independence ---------- 1
   Build positive attitude toward learning through academic social skills ---------- 4
   Fill academic and social gaps ---------- 5
   Teach practical math skills and favorable job attitudes - 3
   Teach personal grooming and occupational information and skills ---------- 2

4. What kinds of meetings do you attend that pertain to your role as an E.M.R. teacher?

   County special education meetings ------ ---------- 13
   Reading council meetings ---------- 3
   Workshops ---------- 4

Note - Tally based on teacher population of 20 - some multi-responses.

C.E.C. ---------- 6
A.C.L.D. ---------- 1
A.R.C. ---------- 6
Regular faculty meetings ---------- 2
Civitan ---------- 1
P.T.A. ---------- 1
None indicated ---------- 3

5. How do you feel the administrators regard you in your role as and E.M.R. teacher? (You might include your ideas about how much decision-making power you have, their general opinion about special education, and any other indications of administrative attitudes.)

Special education is a difficult job ---------- 2
Teacher suggestion not usually considered ---------- 2
A neccessary part of school ---------- 2
Independence in planning ---------- 5
Receptive to suggestiions ---------- 3
Increased interest and awareness ---------- 1
Treat all teachers as equal ---------- 1
Gives program support ---------- 3
Not aware of E.M.R. student needs ---------- 1
Nothing indicated ---------- 2

6. How do you feel the other teachers on your faculty regard you in your role as an E.M.R. teacher?

Positive ---------- 8
Negative ---------- 2
Offers sympathy ---------- 3
Shows understanding ---------- 2
Solicits information ---------- 1
Social reformer ---------- 2
Remedial teacher ---------- 3
No comment ---------- 1

TALLY SHEETS

TEACHER SELF-APPRAISAL

Read the following statements. Put a check under the column you feel best applies to you.

Key

Column (1) = I Do Very Well
Column (2) = I Do Fairly Well
Column (3) = I Do Adequately
Column (4) = I Need Improvement
Column (5) = Doesn't Apply

You feel that you:

1. Create a warm and supportive environment in which each individual can feel accepted.
2. Influence individuals to perceive that it is worthwhile to accept each other.
3. Influence student-to-student relationships based upon a realistic understanding of each other.
4. Make the effort to see each individual as he really is.
5. Communicate the feeling that each individual is of worth.
6. Communicate the feeling that each individual can develop more worth.
7. Communicate a feeling of trust.
8. Know what your trusting behavior are (know <u>how</u> you communicate a feeling of trust).
9. Influence students to express themselves in real ways.
10. Perceive yourself as an adequate person.
11. Are careful not to tune people out.
12. Listen well.
13. Realize that you cannot get another person's view while you are expressing your own.

Columns				
(1)	(2)	(3)	(4)	(5)
8	8			
5	10	1		
5	8	3	1	
4	10	2		
7	8	1		
8	7	1		
9	4	3		
5	5	5		
4	8	2	2	
4	9	2		
5	6	4	1	
6	8	2		
2	12	1	1	

Some items on the form were composed by the Union County Title VI-B Curriculum Specialist.

TALLY SHEETS

TEACHER SELF-APPRAISAL

	Columns				
	(1)	(2)	(3)	(4)	(5)
14. Are aware of the effects of your non-verbal behavior upon students.	4	9	2	1	
15. Are able to relate your classroom instruction to your students' real concerns and experiences.	3	8	4	2	
16. Influence students to become more aware of their values.	5	8	3		
17. Help your students to set goals for their lives which are based upon realistic expectations.	3	5	6	2	
18. Enhance your students' powers of sensing.	1	9	3		
19. Influence your students to know when to be dependent upon others.	1	10	2	2	
20. Are confident in your own use of language.	4	11	0	1	
21. Are a good model.	3	9	2	1	
22. Use stated goals to guide you in the selection of curriculum content.	3	6	3	2	
23. Relate the goals in your curriculum to the school's overall goals.	4	6	3	3	
24. Challenge your students without overwhelming them with your curriculum content.	2	9	4		
25. Are familiar with a wide variety of methods from which you can choose as you manage students, content, time, space, and media.	2	11	1	1	
26. Use methods related to your life style.	5	8	2		
27. Are acquainted with the techniques of behavior modification (i.e. precision teaching, operant conditioning, enhancement of self-concept, etc.).	3	8	3	0	1
28. Are successful in managing groups of various sizes.	4	8	3		

TALLY SHEETS

TEACHER SELF-APPRAISAL

		Columns				
		(1)	(2)	(3)	(4)	(5)
29.	Are able to engage in cooperative teaching.	3	9	2	0	1
30.	Use a wide range of media in your teaching.	6	4	4	1	
31.	Get things done within planned time.	1	6	5	2	1
32.	Are flexible in the use of time.	7	7	0	1	
33.	Maintain good discipline in the classroom under normal conditions.	4	6	3	3	
34.	Receive adequate stimulation to develop professionally.	3	8	3	1	
35.	Maintain open channels for communication with your supervisors.	7	7	1		
36.	Participate in functions of the school not necessarily related directly to Special Education.	7	6	2		

TALLY SHEETS

TEACHER APPRAISAL

General Information - - - E.M.R. Class
(Completed by the E.M.R. Helping Teacher)

1. What is the general atmosphere in the classroom? Are the students happy? What is going on?

Good rapport	8	Teacher centered activities	4
Students happy	10	Verbal reprimands	3
Activities on appropriate level	8	Restless students	7
Students show interest	7	Noisy	3
Attractive room	5	Inappropriate class goals and materials	6
Student progress display	1	Ineffective use of free time	4
Individual help provided	10	Lack of direction and motivation	5
Students work independently	4	Students unhappy with class	2
Warmth and praise	4	Incompletion of tasks	2
Total class management	4	Behavior modification tokens	0

2. What kinds of jobs do the teachers anticipate the pupils being able to find when they leave school, if any?

Domestic	14	Groves	3
Lawn maintainance	7	Supermarket	4
Custodial	8	Truck driving	4
Flower farm	10	Armed service	1
Restaurant	11	Service station	4
Construction	10	Marina attendant	1
Sugar farm	3	Fishing	2
Ranch	1	Nurse's aid	1
Dairy	8	Upholstery	1
Tomato farm	4	Sheltered workshop	1
Semi-skilled labor	1	Painter's helper	1

3. What is the prevailing instructional mode of the teacher?

Total class instruction	8	Actual experience practice	4
Lecture	2	Games	2
Individual direction	10	Independent work	2
Small groups	9		

4. What are the differences between the E.M.R. program activities and the regular program activities?

Same, "Fight for it."	1	Same, but lower level	5
Related to Life's daily problems	2	Move social development	1
Smaller class	5	Remediate regular program	2
Same, more individualized	9		

5. Criteria for returning pupils to regular school program.

Retest	10	Staffing decision	1
Overcome behavior problem	6	Learn independence	1
Reading level	4		

TEACHER APPRAISAL

TALLY SHEETS

A. WORK PLANNING AND EXECUTION	Acceptable	Needs Improvement	Not observed
1. Are his plans in evidence?	12	1	7
2. Are his plans adaptable to changing circumstances?	15	1	4
3. Are his objectives clear?	15	3	2
4. Is the content of instruction up to date and accurate?	16	4	
5. Does the material meet a variety of individual differences?	15	4	1
6. How well does he give instructions?	14	7	
7. Are the methods appropriate to the learner goal?	12	6	2
8. Does he use a wide variety of teaching media?	8	10	2
9. Does he have a wide variety of methods from which he can choose as: manages students, content, time, space, media?	7	10	3
10. Are materials correlated with learning activities--coordinated in scope and function?	12	6	2
11. How well does he give assignments?	12	6	1
12. How well does he follow through to assure the assignments are carried out?	10	5	5
13. Is there a good balance of different activities, such as motor (physical) development, academics, social skills, vocational trainings?	11	7	2
14. Is consideration given to learning activities outside of the confines of the classroom?	11	7	2
15. Does he relate content of materials to the pupil's real concerns in their world?	9	6	5

TEACHER APPRAISAL

TALLY SHEETS

	Acceptable	Needs Improvement	Not observed
B. RELATIONSHIPS			
2. Others — How well does he -			
a. Cooperate with others as a "member-of-the team"?	17	2	1
b. Demonstrate a constructive attitude toward his work?	15	5	0
c. Demonstrate a constructive attitude toward parent-community activities and relationships?	10	2	7
C. CLASSROOM FUNCTIONING			
1. Within limits available, is the room "decoration" appropriate for the variety of disabilities among the pupils (e.g., stimulating for the retarded, neutralized for brain damaged, modified for physically handicapped?	11	9	0
2. Does the general atmosphere in the room encourage student self-expression?	7	13	0
3. Is there a variety of facilities appropriate for the age, sex, interests of the pupils?	12	8	0
4. Does the teacher provide for effective transition from one activity to another?	15	4	1
5. Is the teacher successful in managing groups of various sizes?	15	4	1
6. Is a majority of pupil behavior task oriented?	16	4	
7. Does the teacher maintain a record of pupil performance?	12	2	4
8. Is most of the activity pupil centered?	16	3	1

TEACHER APPRAISAL

TALLY SHEETS

B. RELATIONSHIPS	Acceptable	Needs Improvement	Not observed
1. Students: How well does he -			
a. Encourage pupil-pupil help?	17	1	1
b. Encourage new forms of pupil self-expression?	11	2	8
c. Encourage pupil discipline by using a variety of effective behavior control techniques?	8	4	8
d. Encourage pupils to accept themselves and others in a variety of situations?	16	2	2
e. Encourage pupil self-motivation?	14	2	4
f. Involve all pupils in classroom activities?	12	7	1
g. Appraise and constructively criticize pupils?	14	4	2
h. Demonstrate a positive attitude toward his pupils?	16	4	0
i. Encourage pupil self-understanding of his assets and liabilities?	11	3	6
j. Create interest in and enthusiasm for the subject?	13	5	1
k. Acknowledge and reward appropriate student responses?	12	3	5
l. Reward divergent thinking?	4	2	14
m. Use rewards and punishment consistently?	3	2	15
n. Establish appropriate reward and punishment contingencies?	5	2	13
o. Provide enough progress checks so that a pupil knows where he is going?	8	6	6

TEACHER APPRAISAL

TALLY SHEETS

	Acceptable	Needs Improvement	Not observed
D. KNOWLEDGE			
1. How good is his command of the subject matter?	18	2	0
2. How well does he keep up-to-date in trends, methods, materials in Special Education?	11	4	5
3. Is he a consumer of research?	7	2	11
4. How well does he organize and apply his knowledge?	10	6	4
5. How well does he review major ideas throughout the lesson and relate present learning experiences to previous and future experiences?	10	6	4
6. How well does he capitalize on his own unique style and human properties?	13	5	2
E. PERSONAL CHARACTERISTICS			
1. Is his appearance such that it is not distracting to the pupils nor does it interfere with the class functioning?	20	0	0
2. Does he have a sense of humor?	16	1	0
3. Has he demonstrated a high degree of dependability (punctuality and attendance)?	14	1	5
4. Does he have due consideration for the rights, feelings and welfare of others?	14	0	6
5. Is he able to handle contructive criticism and praise equally well?	17	0	3

III. ASSESSMENT OF COMMUNITY JOB OPPORTUNITY

SUMMARY TALLY OF PERSONAL CHARACTERISTICS
REQUIRED FOR POTENTIAL EMPLOYMENT OPPORTUNITIES

Description of Characteristic	Number of Times Indicated
Self-expression - Communicate, ask for assistance, question	19
Sociability - Interact with other employer or public	18
Work Independence - work with out supervision or guidance	50
Appearance - Cleanliness, good mannerisms, neatness in appearance	17
Teamwork - Perform in close coordination with other jobs	21
Pace - Perform at a consistent rate of speed	19
Attendance - Be reliable in attendance and punctuality	33
Simultaneity - Perform several activities at near same time	8
Timing - Perform several activities; be aware of time	14
Accuracy - Perform within well-defined tolerances	16
Dexterity - Make fine manipulations, coordinated movement	7
Choices - Select among alternatives, make decisions	12
Direction - Follow procedures, instructions or directions	49
Memory - Remember locations, procedures, nomenclatures, etc.	41
Caution - Use care in activities which pose personal hazard	42
Repetitiveness - Have tolerance for monotony or repetition	12
Perseverance - Perform continuously, over normal periods	9
Stamina - Have physical stamina, strength, resist fatigue	39

JOB ASSESSMENT

PERSONAL CHARACTERISTICS REQUIREMENTS*

The personal characteristics indicated below are to be considered the minimum personal characteristics required for employability on any job. In many job situations, many of these characteristics will be required to a greater degree. Whenever a letter code is noted on an idividual Job Profile it is considered to be somewhat crucial to successful employment in that particular job. Refer back to the master profile list for the complete description of the coded skill.

A. Self-expression-Communicate, ask for assistance, question
B. Sociability-Interact with other employees or public
C. Work Independence-Work without supervision or guidance
D. Appearance-Cleanlines, good mannerisms, neatness in appearance
E. Teamwork-Perform in close coordination with other jobs
F. Pace-Perform at a consistent rate of speed
G. Attendance-Be reliable in attendance and punctuality
H. Simultaneity-Perform several activities at near same time
I. Timing-Perform timed, scheduled activities; be aware of time
J. Accuracy-Perform within well-definded tolerances
K. Dexterity-Make fine manipulations, coordinated movement
L. Choices-Select among alternatives, make decisions
M. Direction-Follow procedures, instructions or directions
N. Memory-Remember locations, procedures, nomenclatures, etc.
O. Caution-Use care in activities which pose personal hazard
P. Repetiveness-Have tolerance for monotony or repetition
Q. Perseverance-Perform continuously, over normal periods
R. Stamina-Have physical stamina, strength, resist fatigue

*Personal Characteristics Profile data is taken from Peterson, R.O. and Jones, E.M., Guides to Jobs for the Mentally Retarded (revised Edition), Pittsburg, American Institute for Research, 1964.

OKEECHOBEE COUNTY

AIR CONDITIONING AND APPLIANCES

Badcock

Western Auto Store

Gilbert's Appliance

Glades Gas Co.

Hall's Refrigeration and Dairy Supply

Newman and Son

General Description

Assist in the receipt, delivery and display of electrical appliances which may vary from small in size and weight to very large and heavy. May also be responsible for some of housekeeping of the store. Only male workers would be appropriate.

Job Activities

Rack or shelve stock

Load & unload
General cleaning
General handyman
Run errands

Personal Characteristics

C, O, R

AUTOMOBILE DEALERS

American Motors

Gilbert Chevrolet Co. Inc.

Lake Dodge-Plymouth Inc.

Okeechobee Motor Co.

O K Garage

Leroy's Used Cars

Tom Collins Auto Sales

General Description

Performs activities related to cleaning cars such as washing, waxing and vacuuming. In some instances would assist in the servicing of automobiles. May also assist in keeping establishment clean. Male Employee.

Job Activities

Change tires
Wash car
Wax or polish car
Clean car interior
Assist in lubrication in garage
Hose down floors
Identify cars by model, year
Drive and park car (no traffic) (minimal)
Move boxes, equipment
Burn trash

Personal Characteristics

B, C, F, N

AUTO REPAIR AND SERVICE

Gilbert Chevrolet Co. Inc.

Doc's Texaco

Okeechobee Motor Co.

Okeechobee Radiator Shop

Lake Dodge-Plymouth Inc.

Mand O Motors Body Shop

General Description

Assist in automobile servicing activities; perform duties related to car washing, cleaning. Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Assist in lubrication in garage

Hose down floors
Identify cars by model, year
Move boxes, equipment
burn trash
Drive and park car (no traffic)
(mirimal)

Personal Characteristics

A, B, N

BARBER SHOPS

Reeves Barber Shop

Joe's Barber Shop

King's Barber Shop

Hays Barber Shop

General Description

Assists primarily in cleaning activities. Male employee.

Job Activities

Shine shoes
Run errands
Remove trash
Sweep, vacuum, dust
Tend washroom
Sterilize equipment
Empty ashtrays

Personal Characteristics

B, M

BEAUTY SHOPS

B - Lovely

Adorable Salon of Beauty

Carolyn's Coiffures

Head Shop

Helen's Beauty Shop

Mary's Beauty Shop

McKinney's Beauty Shop

General Description

Performs cleaning activities. May also assist in direct services to customers, under supervision. Female employees.

Job Activities

Sweep, vacuum, dust
Remove trash
Empty ashtrays
Clean furniture
Scrub, polish floors
Tend washrooms
Sterilize equipment
Use telephone, receive messages (minimal)
Accept cash, make change
Keep products organized on shelves

BUILDING MATERIALS AND SUPPLIES

Attaway Lumber Co.

W&W Lumber Co.

Personal Characteristics

B, D, G, M, N, P

General Description

Assists in loading, unloading and storing of lumber and building supplies outdoors or within the warehouse area.
Male employee.

Job Activities

Rack or shelve stock
Transport by stock cart
Load and unload
Tie with string or rope
Count
Measure-length, weight
General cleaning
Deliver from truck
Simple reading, (labels, etc.) (minimal)

Personal Characteristics

C, N, O, R

CAFETERIA AND RESTAURANT FOOD SERVICES

County Schools Cafeterias

Caso's Restaurant

Daniel's Steak House

441 Bar-B-Q

Glady's Restaurant

Hickory House South

Holt's Catfish Restaurant

T & M Truck Stop

Village Square Restaurant

Touchton's Restaurant

Shelly's Grocery and Restaurant

General Description

Assists in food preparation serving food and cleaning up.
Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking and salads
Gather ingredients, open containers
Watch, stir cooking food; timer or clock
Clean and store dishes and utensils
Mop floors, clean up spills
Sort and shelve canned foods
Prepare meat for cooking
Measure and combine ingredients
Carve meat and serve food
Operate stoves and equipment

CANNERY

Markham Brothers & Co.

Personal Characteristics

G, I, K, M, O, R

General Description

Assist in general plant production, warehouse and shipping. Male and Female employee.

Job Activities

Peeling tomatoes
Operate filling machine
Operate capping machine
Grading tomatoes
Operate labeling machine
Operate boxing machine
Stacking and storing boxes
Loading trucks

Personal Characteristics

E, G, J, M, O, P

CATTLE RANCHES

Bluefield Ranch

Cow Creek Ranch

Dirr Farms

Flying B Ranch

Flying Triple B Beaty

G Bar E Ranch

Griffith Ranch

H&T Dairy

Hales Freeman Ranch

Kissimmee River Ranch

L Cross Ranch

Lykes Brothers

Myrtle Island Ranch

D.R. Daniels Ranch

Nancy Barbara Farms Inc.

General Description

Assists in the care of animals and general farm activities on cattle ranches. Male employee.

Job Activities

Load, unload, transport cattle
Operating tractors, bailers, mowing machines
Pasture maintenance
Fencing, repair
Branding
Worming, fluking, spraying cattle
Saddle and ride horses
Feed and water stock
Plant grass
Drive trucks

Personal Characteristics

C, E, K, O, Q, R

(cont'd on next page)

Raulerson Ray B.

Rocking K Ranch

Scott D.C. Ranch

Thompson Farms

Wesley's Ranch

Williams William H Ranch

J.O. Pearce Lone Pine Ranch

CHURCHES

Assembly Of God Trinity

Basinger Christian Brethren Church

Buckhead Ridge Baptist Chapel

Church Of Christ

Church of God

Church of Our Savior Episcopal

Church of the Nazarene

First Baptist Church of Basinger

First Baptist Church (Okeechobee)

First United Methodist Church

441 Baptist Mission

Grace Brethren Church Inc.

Independent Holiness Church

Sacred Heart Catholic Church

CITRUS GROVES

Bluefield Ranch

Cow Creek Ranch

Flying B Ranch

General Description

Perform custodial services, do yard work.

Job activities

Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub, polish floors
Clean bathrooms
Rake leaves
Mow lawn
Trim trees, shrubbery
Sweep walks
Replenish lavatory supplies
Replace light bulbs using ladder
Wash windows
Wash walls

Personal Characteristics

F, M, R

General Description

Assist in general grove work and maintenance.

Job Activities

(cont'd on next page)

Lykes Brothers

Evans Properties Inc.

Operating tractors
Operating spray machines
Watering trees either from tanks or pumping to location
Mowing and ditching around trees
Fertilizing

Personal Characteristics

C, M, N, O, Q

CONCRETE PRODUCTS

Mad-Ray Ready Mix

Meekins Concrete Co.

Whitcomb Concrete Products

General Description

Assists in activities related in the storage and delivery of cement; could also apply to the production of cement block and concrete vaults or tanks.

Job Activities

Weigh or weigh-count
Handle ware
Load truck or rail cars
Remove items from molds
Shovel

Personal Characteristics

C, E, J, L, O, R

CONSTRUCTION WORK

H & H Builders

Lacy Construction Co.

Mad-Ray Modulars Inc.

Okeechobee Construction Co.

Tomlinson Construction

Watts Construction Co.

General Description

Assists carpenters, plasterers, or other members of crew in building construction. Male employee.

Job Activities

Use common hand tools
Load and unload equipment, materials
Sort tools
Clean tools and equipment
Store tools
Shovel cement, sand, gravel
Pick up scrap lumber
Pile or stack up boards, stone
Clean and sort brick
Push wheelbarrow
Paint by hand

	Personal Characteristics
	C, E
CUSTODIAL OR JANITORIAL SERVICES	General Description
Okeechobee County Bank	Performs regular custodial services, do yard work.
First Federal Loan Company	Job Activities
Dr. Johnston	Sweep, vacuum, dust Remove trash Clean furniture Scrub, polish floors Clean bathrooms Rake leaves Sweep, clean walk Mow lawn Trim trees, shrubbery Replenish lavatory supplies Replace light bulbs using ladder Wash windows Wash walls
Dr. Tenniswood	
Dr. Davis	
Dr. James	
Dr. Cadan	
Dr. Mills	
Dr. Raulerson	
Dr. Turk	
Okeechobee General Hospital	Personal Characteristics
Berger Insurance Agency	F, M, R
H.E. Williams Insurance and Real Estate Agency	
County Personal Services	
Churches	
L.K. Cleaning Service	
DAIRIES	General Description
Bluefield Dairy Inc.	Assists in care of animals, assists in farm work on farms essentially concerned with milk production. Male employees.
Davie Dairy Inc.	
Dry Lake Dairy	
McArthur Jersey Dairy Inc.	Job Activities
Rucks Dairies	Load, unload, transport Clean up barns, buildings, yard
Sealtest Dairy Products Corp.	

	Cleans milking equipment Milk by hand Milk by machine Hostle Feed and water stock Inoculate animals Castrate animals Apply dehorning paste String wire fence (minimal)
	Personal Characteristics
	I, M. O, R
DAIRIES, Continued	General Description
Charles McArthur Dairies Inc.	Machine man, one who operates the milking machine.
	Job Activities
	Observe that cow is clean Observe that cow is free from disease Insure cow is completely milked
	Personal Characteristics
	F, G, M, P, Q
DAY NURSERIES	General Description
Community Action Migrant Program Inc. Child Development Center Playland Nursery Tinkerbell Nursery Wee Tots Nurserey	Child care worker assists teacher with children throughout the day.
	Job Activities
	Assists children in classes Cleans work area Prepares materials for instruction Washes children Assists on field trips Prepares food Supervises play area Assists children in self-help skills
	Personal Characteristics
	C, E, G, H, M

DOMESTIC SERVICE

Teachers

Doctors

Nurses

Secretaries

Business Personnel

General Description

Dayworker

Job Activities

Childcare
Home laundry
House cleaning
Meal preparation
Handyman

Personal Characteristics

C, E, G, M, P

Day Worker

Child Care

General Description

Takes responsibility for one or more young children for part of day in private home, with or without parent present; independence is a high requirment. Female employee.

Job Activities

Bathe children
Dress or undress children
Supervise indoor play
Supervise outdoor play
Supervise eating, feeding of children
Feed or clean pets
Use telephone, receive messages

Personal Characteristics

A, B, C, D, G

Day Worker

Housecleaning

Home Laundry

General Description

Helps with or assumes major responsibility for housecleaning tasks. Supervision is generally provided. Helps with or takes major responsibility for laundry and finishing of clothing in a private home. Female employee.

Job Activities

Sweep, vacuum, or dust
Polish furniture, woodwork
Scrub or wax floors (hands)
Wash windows
Wash walls
Clean wallpaper
Clean bathroom fixtures
Change or make beds
Scrub or wash floors (machine)
Hose floors, walks, steps
Clean kitchen and laundry appliances
Lift or move furniture, boxes
Burn trash
Use telephone, receive messages (minimal)
Press or iron (hand)
Wash laundry (machine)
Operate clothes dryer
Fold or hang clothes and laundry
Mend or repair clothes (hand)
Mend or repair clothes (machine) (minimal)

Personal Chracteristics

B, C, F, G, L, N

Day Worker

Meal Preparation

General Description

Helps with preparation, serving and clean up of home meals under supervision. Female employee.

Job Activities

Prepare vegetables, fruits for cooking or eating
Watch, stir cooking food; may use timer or clock
Serve food to dishes, table
Clear table
Wash and dry dishes, pans and silver (hand)

Sort and shelve dishes, silver
Supervise eating, feeding of children
Feed or clean pets
Clean kitchen and laundry appliances
Cook or prepare simple foods; prepare beverages
Set table informally
Wash dishes, pans and silver (machine)
Scrub or wax floors (hand) (minimal)
Wash walls (minimal)
Use telephone, receive messages (minimal)

Personal Characteristics

B, C, C, H, I, J, N

Day Worker

Handyman

General Description

Helps with heavy housework and outdoor work around the home.
Supervision is generally available. Male employee.

Job Activities

Hose floors, walks, steps
Wash windows
Wash walls
Clean wall paper
Lift or move furniture, boxes
Burn trash
Dig or spade garden beds
Weed lawn, gardens
Beat or clean rugs
Wash or wax automobile
Mow lawn; trim lawn, bushes, hedges
Make simple house repairs (minimal)
Paint simple furniture or surface (minimal)

Personal Characteristics

C, J, M, N, O

DRUG STORES

Touchton Drugs

Park Drug Co.

Campbell's Drugs

Medco Discount Center

General Description

Assists in general housekeeping and stock handling tasks in drug store. Most frequently male, particularly if major physical activity is required.

Job Activities

Rack and shelve stock
Load and unload
General cleaning
Make local deliveries
Sort stock cards, etc.
Count
Simple reading (labels)

Personal Characteristics

C, E, G, H, M

FARM EQUIPMENT AND SUPPLY

Aid Labratories Inc.

General Description

Assists in the handling of merchandise; unpack boxes or crates; prepares merchandise to be racked or displayed. May also perform general cleaning duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and unload merchandise
Count
Simple reading (labels, etc.)
General cleaning
Mark or remark stock, stamp tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

A, C, G, N, O, R

FISHING INDUSTRY

Crawford Fish Co.

Lightsey Fish Co.

Stokes Fish Market

General Description

Assists in the organization and operation of catching fish and preparing them for market.

Job Activities

Set traps
Operate fishing boat
Empty traps
Sort fish
Do simple counting
Weigh or weigh-count
Clean decks and work area

Personal Characteristics

M, N, O, R

FLORISTS

Syble's Flowers and Gifts

Collins Florist

General Description

Learn how to build bases for sprays, wreaths, etc. and use the "picking" machine.

Job Activities

General cleaning
Sweep, vacuum, dust
Remove trash
Build bases for sprays, etc., with supervision
Take telephone messages (minimal)
Make local deliveries

Personal Characteristics

M, N

FEED DEALERS

Gator Feed Co. Inc.

Hughes Feed and Grain Co.

Ralston Purina Co.

Hector Feed Mills

Robinson's Seed Store

General Description

Feed mill workers assist with various mill jobs which supply feed for dairies and ranches.

Job Activities

Open and dump feed sacks
Count and record bags

Southeastern Molassess and Supply Co.

Moorman Feed Co.

Load sacks onto truck
Operate electric loading machine
Unload R.R. cars into mill
Drive truck to dairy or ranch and unload

Personal Chracteristics

C, E, F, N, O, R

FORESTRY

State of Florida, Division of Forestry

General Description

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. Male and female employee.

FUNERAL HOMES

Suddreth Funeral Home

General Description

Assists in cleaning yards, general housecleaning. Male or female employee - depending on how much outside or yard work to be done.

Job Activities

General house cleaning
Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub and polish floors
Yard work

Personal Characteristics

F, P

FORESTRY

General Description

A forest ranger is one who is skilled in the prevention and suppression of forest fires. Male employee.

Job Activities

Use and maintain varied equipment
Perform fire and equipment record keeping
Discuss fire fighting techniques
Carry out fire fighting techniques
Operate tractor and plow units
Operate pumper units
Use hand tools

Personal Characteristics

A - R

FURNITURE STORE

Dixie Home Furniture

Badcock

J.R. Leonard New and Used Furniture and Appliances

Evans Mercantile

Goff's Discount Store

General Description

Assists in receipt, displaying and delivery of furniture. Generally appropriate for only male.

Job Activities

Load and unload truck
Mark or remark stock, stamp, tag
Transport by stock cart
Tie with string or rope
Simple reading (labels, etc.)
Deliver from truck
General cleaning
Spread dust covers
Make local deliveries

Personal Characteristics

C, O, J, N, R

GROCERY STORES

A&P Supermarket

Bob's Market

Eddie's Supermarket

Winn Dixie

Handy Food Store NO. 79

PDQ Food Store NO. 1718

Speedy Shops Inc. NO. 16

D & D Grocery Store

General Description

Perform activities in receiving, marking and shelving a wide variety of merchandise.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Transport by stock cart
Sort stock, cards, etc.
Count
General cleaning
Tie w/string or rope
Wrap or unwrap packages
Load or unload
Simple reading (labels, etc.)
Sack merchandise
Clean fruits or vegetables
Seal packages, gum tape
Use telephone (minimal)
Write simple message (minimal)
Make local deliveries

Personal Characteristics

C, N, O, R

SELF-SERVICE LAUNDRY

King's Coin Laundry

Wash Bowl

General Description

Helps customers use automatic washers and dryers; launders clothes for some customers. Male or female employee.

Job Activities

Operate Automatic washer
Operate automatic dryer
Bundle, tie and label laundry packages
Fold laundry, clothing
Sort clothing
Count money
Sweep and clean premesis
Use telephone

Personal Characteristics

A, D, I, M, Q

LEATHER GOODS MANUFACTURING

Reno's Saddle Shop

General Description

Assist in the manufacture of horse equipment dog collars, muzzles, leaches. Male or female employee.

Job Activities

Pattern making
Cutting materials
Operate heavy duty sewing machines
Trimmming and finishing

Personal Characteristics

A, D, K, M, O

LIVE STOCK SALES

Okeechobee Livestock Market

Coolbread Hay & Cattle Sales

General Description

Assists in caring for livestock at sales center; delivery to ring, loading and unloading for shipment. May also do general cleaning in animal area. Only appropriate for male employee.

Job Activities

Load and unload
Tie with string or rope
Handle, groom, feed animals
Dig and shovel
General cleaning
Count
Measure -- weight
Drive truck, car

Personal Characteristics

E, G, M, O, R

PET STORE-VETERINARY HOSIPTAL

Garden Ranch and Pet Supply

Doggie Clip Joint

Dr. Platt, Veterinary

General Discription

Assists in activities occuring in pet shops and veterinary hospitals. May be male or female employee.

Job Activities

Handle, groom, feed animals
General cleaning
Simple reading (labels, etc.)
Package or box for shipment
Deliver from truck
Rack or shelve stock
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Load and Unload
Tie with string or rope
Perform simple assembly
Sort stock, cards, etc.
Use telephone
Count
Write simple messages
Make change; use cash register
measure--length
measure--weight
Sack merchandise

Personal Characteristics

A, D, G, M, O

PRINTING, SMALL NEWSPAPER

Okeechobee News

Sunshine Papers Inc.,
Lake Placid

General Description

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean rollers and platens
Fold paper
Fun errands
Make local deliveries
Gather or collect papers
Stack papers (jogging)
Package or wrap
Tie with rope or string
Label
Fill machines-ink, fluid
Do binding-plastic rings
Staple, drill, feed hand press (minimal)

PLUMBING

Ferguson Plumbing

General Description

Assists in general plumbing work.

Job Activities

Attend class to discuss theory
Use plumbing tools and fittings
Pre-fab practice
Under flow work

Personal Characteristics

B, D, G, K, M

SALES

Mc Calls Office Supply

Hollingsworth Shoe Store

Ben Franklin 5 & 10 Store

Royal's Department Store

Raulerson's Store for Men

Sears

Eagle Army & Navy Store

Kirby's Shoe Store

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and Unload merchandise
Count
Simple reading (labels, etc.)
General cleaning
Mark or remark stock, tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

C, N, O, R, D, G

SERVICE STATIONS

Phil's American Service

(continued on next page)

General Description

Assist in autombile servicing activities; keep service stations clean and orderly. Male employee.

Arco Truck Stop

Beatty's Sunoco

Bill's National Oil

Doc's Texaco

Dude's 66 Service

441 Exxon Service Station

Hancock ML Service Station

Jeffer's Service Station

Lake Shore Truck Stop

Okeechobee Shell Service

Okeechobee 66 Service Station

Roy's Standard Service

Williams Standard Service

Steve's Gulf Service

Stevenson Oil Co.

T&M Truck Stop

Job Activities

Change tires
Wash car
Wax or polish car
Dry car
Hose down floors
Operate cash register, count money
Use telephone (minimal)
Assist in lubrication in garage
Replenish supplies at pumps
Sweep, vacuum, dust
Move boxes, equipment (minimal)
Burn trash (minimal)

Personal Characteristics

A, B, H, R, J

PUBLIC SERVICE

Okeechobee, City of

General Discription

Assists in street and highway construction, repair, cleaning, and marking; assists in activities related to trash and garbage collection. Helps in caring for recreation areas. Male employee.

Job Activities

Dig with pick and shovel
Assist in paving operations
Operate mowing equipment
Pick up trash or garbage
Operate collection trucks
Weed and care for plants
Plant trees, shrubs, flowers
Trim trees, shrubs

VEGETABLE FARMS

Kelly, Warren

Procter, Tom

Sage, Rudolph

Jeffers, Aubry

Jeffers, Osee

General Description

The farm workers will assist in harvesting green tomatoes and perform other necessary farm activities.

Job Activities

Weed by hand
Pick vegetable
Open and close irrigation lines
Operate farm equipment
Drive tractor
Hitch and unhitch farm equipment
Use farm sprayer
Clean barn, buildings and yards

Personal Characteristics

A, C, L, M, N, R

GLADES COUNTY

AUTO PARTS AND SUPPLIES

Moore Haven Auto Parts

Lakeport Auto Service

Sargent's Arco Truck Stop

General Description

Assists in automobile servicing activities; perform duties related to car washing, cleaning. Male Employee.

Job Activities

Change tires
Wash car
Wax or polish car
Assist in lubrication in garage
Hose down floors
Identify cars by model, year
Move boxes, equipment
Burn trash
Drive and park car (no traffic) (minimal)

Personal Characteristics

A, B, N

BEAUTY SHOPS

Shorty's Beauty Shop

General Description

Performs cleaning activities. May also assist in direct services to customers, under supervision. Female Employee

Job Activities

Sweep, vacuum, dust
Remove trash
Empty ashtrays
Clean furniture
Scrub, polish floors
Tend washroom
Sterilize equipment
Use telephone, receive messages (minimal)
Accept cash from customer
Keep products organized

CAMPS

Anka Lodge, Lakeport

Personal Characteristics

B, D, G, M, N, P

General Description

Performs or assists in daily activities required to prepare rooms for guests. Female employee

Job Activities

Sweep, vacuum and dust
Change or make beds
Clean bathrooms, fixtures
Remove trash
Replenish supplies or linens
Mop floor, clean up spills and breakage

Personal Characteristics

C, D, G, M, N

CUSTODIAL OR JANITORIAL SERVICES

Excel Building Maintainance and Janitorial Service

Glades Co. Abstract Co.

Church of God

First Baptist Church

Dr. A.B. Johnson MD

Gram Bertha- Insurance

Government Office-County-State

Moore Haven Schools

Agricultural Stabilization and Conservation County Committee

Moore Haven Post Office

Moore Haven City Hall

General Description

Perfrom regular custodial services, do yard work.

Job Activities

Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub, polish floors
Clean bathrooms
Rake leaves
Sweep, clean walk
Mow lawn
Trim trees, shrubbery
Replenish lavatory supplies
Replace light bulbs using ladder
Wash windows
Wash walls

Personal Characteristics

C, F, G, G, R

DAIRIES

Ferrell's Dairy

Graham Dairy

Sykes Dairy

General Description

Assists in care of animals in farm work on farms essentially concerned with milk production. Male employee.

Job Activities

Load, unload, transport
Clean up barns, buildings yard
Cleanse milking equipment
Milk by hand
Milk by machine
Hostle
Feed & water stock
Inoculate animals
Apply dehorning paste
String wire fence (minimal)

Personal Characteristics

I, M, O, R

FARMS

Click Farms Inc.

Hicpochee Farms

General Description

Assist in farm work in multiple produce areas. Male employee. Female employee for some jobs.

Job Activities

Load, unload, transport
Clean up barns, building, yard
Hostle
Feed and water stock
Hitch and unhitch farm equipment
Plant by hand
Use common garden tools
Perform simple carpentry
Perform simple mechanical repairs
Use power garden tools
Weed by hand (minimal)
Thin young plants (minimal)
Spread mulch (minimal)
Pick vegetables (minimal)

String wire fence (minimals)
Operate farm equipment
drive tractor (minimal)

Personal Characteristics

A, C, F, L, M, O

GROCERY STORES

Brown Grocery

Tobias Grocery

Lakeport Grocery

U-Save Supermarket

Handy Store

General Description

Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Transport by stock cart
Sort stock, cards, etc.
Count
General cleaning
Tie w/string or rope
Wrap or unwrap packages
Load or unload
Simple reading (labels, etc.)
Sack merchandise
Clean fruits or vegetable
Seal packages, gum tape
Use telephone (minimal)
Write simple message (minimal)
Make local deliveries

Personal Characteristics

C, N, O, R

PRINTING SMALL NEWSPAPER

Glades Democrat

General Description

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean rollers and platens
Fold paper
Run errands
Make local deliveries

Gather or collate papers
Stack papers (jogging)
Package or wrap
Tie with rope or string
Label
Fill machines-ink, fluid
Do bindings-plastic rings
Staple, drill, feed hand press (minimal)

Personal Characteristics

C, F, N, P

RAILROAD

Seaboard Railroad Company

General Description

Perform construction and maintenance tasks

Job Activities

Track crew
placing cross ties
use shovel and pick
operate track machine
Train crew
switch cars
train operator
conductor

Personal Characteristics

E, G, I, J, M, N

ROAD MAINTENANCE

Glades County Road Department

General Description

Assist in construction and maintenance of county roads

Job Activities

Drive trucks
Drive tractors
Operate heavy equipment
Perform equipment repair (minimal)

Personal Characteristics

C, D, F, G, I, J, O

RESTAURANTS

Everglades Restaurant
(continued on next page)

General Description

Assists in the preparation

and cooking of food. Performs activities in cleaning and shelving of dishes and utensils, wash dishes, general cleaning. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salads
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Make sandwiches
Wrap food for carry-outs
Store or shelve dishes cooking utensils
Mop floors; clean up breakage, spills
Prepare simple foods; coffee, eggs (minimal)
Scrape dishes, silver, pans (machine or hand)
Clear dishes from table, cart, tray
Scour work tables, meat blocks, counter
Wash, dust, polish furnitures
Sweep or vacuum floors
Wash windows
Scrub, wax floors
Burn trash, operate incinerator w/supervision
Clean stove, refrigerator

Personal Characteristics

D, I, M, B, N, C, O

RANCHES

Lykes Brothers Inc.

Roger's Bill Farms

Hensley Cattle Co.

General Description

Assist in care of stock and general farm work on beef cattle ranches. Male employee.

Job Activities

Load, unload, transport
Hostle
Feed and water stock
Perform simple carpentry
Perform simple mechanical repairs
Hitch and unhitch farm equipment
Saddle and ride horse
Operate farm equipment, drive tractor
Clean up barns, building, yard
Inoculate animals
Castrate animals
Brand or ear-clip animals
Apply dehorning paste
String wire fence
Open and close irrigation lines (minimal)
Cleanse milking equipment (minimal)
Milk by hand (minimal)

Personal Characteristics

C, D, I, M

PARTS, SALES AND SERVICE

Moore Haven Auto Parts

Hensley's Tractor and Truck Co.

Crews Tractor Company

C & O Welding and Machine Shop

General Description

Assist in the handling of merchandise; unpacks boxes or crates; prepare merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Change tires
Wash car
Wax or polish car
Assist in lubrication in garage
Hose down floors
Identify cars by model
Move boxes, equipment
Burn trash

Drive and park car (no traffic) (minimal)

Personal Characteristics

C, N, R, O

SERVICE STATIONS

General Description

Moore Haven Shell Station

Ahern's Texaco Service

Atlantic Morgans Service Station

Bryant's Gulf Service Center

Dale's Union 76

Sargent's Atlantic

Truck Stop

Kelley's Service Station

Newbern 66

Wood Oil Company

Strickland Standard Service

Assists in automobile servicing; stations clean and orderly. Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Dry car
Hose down floors
Operate cash register, count money
Use telephone (minimal)
Assist in lubrication in garage
Replenish supplies at pumps
Sweep, vacuum, dust
Move boxes, equipment (minimal)
Burn trash (minimal)

Personal Characteristics

A, B, H, R, J

SUGAR GROWER

General Description

Glades Co. Sugar Growers Co-operation

Assist in the growing and production of sugar products.

Job Activities

Semi-skilled
Cane planting
Cane cutting
Pile cane into pile row
Drive tractor
Cleanup loading stations
Operate electric elevator
Operate hydraulic dumping machine
Skilled
Basic equipment operators
Dozers

Stacking Dishes
Clearing tables
Pot and Pan scouring
Food scraping

Kitchen Help

Dish washing (manual)
Dish washing (automatic)
Vegetable Preparation
Pot and Pan scouring
General cleaning
Food scraping

Counter Work

Appearance
Customer relations
Portion judgment

Sewing

Threading
Basic stitching
Use of attachment
Stitching variations
Maintenance of machine

Woodworking

Use common hand tools
Electric drills
Sander
Radial Amor Saw
Band saw
Jig saw
Joiner plainer
Drill press
Wood turning lathe

Personal Characteristics

A, B, G, F, M, N, O

VEGETABLE FARMS

Zarrella Farms Inc.

Far South Crowers Co-op

Caulkins Citrus Ltd.

General Description

Assist in harvesting vegetables and perform other necessary farm activities.

Job Activities

Weed by hand
Thin plants
Pick vegtables
Open and close irrigation lines
Operate farm equipment

Tractors
Loaders
Motor Grader

Personal Characteristics

A, E, G, M, O, R

MARTIN COUNTY

AIR CONDITIONING and APPLIANCES

A C Air Conditioning

Baker Heating & Air Conditioning Co, Inc.

Commercial Cooling & Heating Co.

County Cooling Heating & Appliances

Domestic Air

Jim's Refrigeration & Electrical Service

Newhouse and Son Electrical Service

Shan's Appliance Center

Krauso and Crane Inc.

General Refrigeration & Air Conditioning Co.

Solar-X of Stuart

Ault's Appliances

Frigidaire Room Air Conditioners

General Description

Assists in the receipt, delivery and display of electrical appliances which may vary from small in size and weight to very large and heavy. May also be responsible for some of housekeeping of the store. Only male workers would be appropriate.

Job Activities

Rack or shelve stock
Load and unload
General Cleaning
General handyman
Run errands

Personal Characteristics

C, O, R

ANIMAL FARMS AND BOARDING HOSPITALS

Lost River

General Description

Assists in the general care of the animals

Job Activities

Handle, groom, feed animals
General cleaning
Simple reading (labels, etc.)
Use telephone
Count
Write simple message
Make change
Measure--length
Measure--Weight

Personal Characteristics

A, C, G, L, M, N

AUTOMOBILE BODY SERVICE

Amity Buick-Pontiac Inc.

General Description

Assists in automobile servicing activities related to preparing a car for painting.

Job Activities

Clean car exterior
Apply compounds
Apply tape and paper
Operate paint sprayer
Drive and park car

Personal Characteristics

E, F, J, M, N

BABY (DAY) NURSERIES

Crew Nursery School

Palm City Day Nursery

Schang's Child Care Center

General Description

Child care worker assists with the children throughout the day.

Job Activities

Clean work and play area
washes children when needed
Prepares food
Supervises play area
Assists children with self help skills
Assists children in games

Personal Characteristics

C, E, G, H, M,

BEAUTY SHOPS

Stuart Shopping Center

Beauty Haven

Brendel's Hair Styling Salon

Carter's of Chicago Hair Styling Salon

General Description

Performs cleaning activities. May also assist in direct services to customers, under supervision. Female employee.

Elkay Beauty Salon

Eunice Beauty Shop

Fabulous Ran's Cloud Nine Beauty Salon

Grace's Beauty Salon

J Lon Coiffures

Joan's Beauty Salon

Jolly Topper Beauty Salon

Little Beauty Shop

Maison Micheal B. Salon

Marget's Beauty Boutique

Marie's Fashionette Beauty Salon

Mary Ann's Beauty Salon

Millie's Beauty Salon

Park Plaza Beauty Salon

Pauline's House of Beauty

Port Salerno Beauty Salon

Powder Puff Beauty Salon

Salon of Beauty

Talk of the Town

Job Activities

Sweep, vacuum, dust
Remove trash
Empty ashtrays
Clean furniture
Scrub, polish floors
Tend washroom
Sterilize equipment
Use telephone, receive message (minimal)
Accept cash from customer
Keep products organized

Personal Characteristics

B,D, M, G, N, P

BOAT YARDS and MARINAS

Bailey Boat Co.

Sea-Coast Manufacturing Co.

Whitcar Boat Works Inc.

St. Luci Marina Inc.

Lowe Boat Yard

Manatee Marina Resort Inc.

Pelican Boat Yard

General Description

Assists in Marine Servicing activities, Keeps area clean and orderly. Male employee.

Activities

Wash boats outside and inside
Assemble small parts
Clean grounds and buildings
Paint boats
shelve stock

Woods Cove

Atlantic Lease and Sales Corp.

Anchor Away House Boat Rental

Alker Jas. Capt.

Anchorage Marina and Resort Motel

Buckhead Marina Inc.

Casa Rio Boat and Motor Sales Inc.

Langford Marine Construction Co.

Langford's Francis Outrigger Resort

Pirates Cove

Stuart Maine Center Inc.

Brodrick's Marine Construction

Doss Marine Construction

Operate electric lift
Move boats and trailer
Dock work
Gas boats

Personal Characteristics

C,E, G, M, N, O

CONSTRUCTION of BUILDINGS

Aztec Building

Beach Club Colony

Bermingham Thomas and Associates

Coledonian Construction Corporates

Coy and Deageller Construction

G A Construction

Irving Stuart Inc.

Johnny Johnson Construction Co.

Milazzo, Anton

Oakowsky Construction

Rhodes Sam Construction Inc.

Shenandoah Builders Inc.

General Description

Assists carpenters, plasterers, or other members of crew in building construction. Male employee.

Job Activities

Use common hand tools
Load and unload equipment materials
Sort tools
Clean tools and equipment
Store tools
Shovel cement, sand, gravel
Pick up scrap lumber
Pile or stack up boards, stone
Clean and sort brick
Push wheelbarrow
Paint by hand

Personal Characteristics

C, E

Thomas A & Co.

Trader Mac's

Yurillo William

CARPET SERVICE

Martin County Cleaners and Laundry

Quality Carpet Service

Red Carpets

Warrens Cleaners and Laundry

S P S Inc.

Stuart Flooring

General Description

Assists in activities in rug and general cleaning establishments. Male employee.

Job Activities

Operate special cleaning equipment
Lift and carry heavy loads
Sweep, vacuum, or dust
Remove spots
Move boxes, equipment
Burn trash (minimal)

Personal Characteristics

M, O, R

CONCRETE PRODUCTS

Rinker Materials Corp.

Bell Tile and Masonry

Jones Albert E.

Maule Industries Inc.

General Description

Assists in activities related to the storage and delivery of cement; would also apply to the production of cement block and concrete vaults or tanks.

Job Activities

Weigh or weigh-count
Handle ware
Load truck or rail cars
Remove items from molds
Shovel
Drive truck

Personal Characteristics

C, E, J, L, O, R

CITRUS GROVES

Westburry Farms

Cap's Indian River Fruit

Caulkins Citrus Ltd.

Karst Incorporated

Robinson Groves

General Description

Assist in general grove work and maintenance
Male employee.

Job Activities

Operating tractors
Operating spray machines
Watering trees either from tanks or pumping to location
Mowing and ditching around trees
Fertilizing

Personal Characteristics

C, M, N, O, Q

DAIRIES

Melear Brothers Dairy

Pennwood Farm

Turnpike Dairy Inc.

General Description

Assists in care of animals, assists in farm work on farms essentially concerned with milk production. Male employee.

Job Activities

Load, unload, transport
Clean up barns, buildings, yard
Cleanse milking equipment

Personal Characteristics

I, M, O, R

FLORISTS

Connie's Flowers

Jenson Beach Florist and Nursery

Krueger's Florist and Gifts

Slocum Weber Florist

General Description

Learn how to build bases for sprays, wreaths, etc. and use the "picking" machine.

Job Activities

General cleaning
Sweep, vacuum, dust
Remove trash
Build bases for sprays

etc., with supervision)
make local deliveries
Take telephone messages
(minimal)

Personal Characteristics

F, G, M, N

FLOWERS FARMS

Applegate W T

General Description

Assist in planting, care of plants and preparing flowers for market. Male and female employee.

Job Activities

Using garden tools
Operating tractor
Planting, weeding, cutting, bunching flowers
Making boxes
Counting
Cleaning cooler
Rack raising

Personal Characteristics

E, G, M, P, R

GENERAL FARMING

Numerous farms located throughout the county - large and small

General Description

Assists in farm work in multiple produce areas. Male employee. Female employee.

Job Activities

Load, unload, transport
Clean up barns, buildings, yard
Hostle
Feed and water stock
Hitch and unhitch farm equipment
Plant by hand
Use common garden tools
Perform simple carpentry
Perform simple mechanical repairs

Use power garden tools
Weed by hand (minimal)
Spread mulch (minimal)
Thin young plants (minimal)
Pick vegetable or young fruits (minimal)
String wire fence (minimal)
Operate farm equipment, drive tractor (minimal)

Personal Characteristics

A, C, F, L, M, O

FRUIT PACKERS

Robinson Packinghouse

General Description

Assist in handling fruit and preparation for market; male and female employee

Job Activities

Grading Fruit
Packing fruit
Making Cartons
Reading labels

Personal Characterists

E, G, K, M, P, Q

FURNITURE STORES

Badcock Furniture Co.

Conrad Furniture Co.

Durant Co.

Grant Furniture Co.

Mother Furniture

Patiorama and Knitting Knook

Rowell Furniture of Stuart

General Description

Assists in the receiving, displaying and delivery of articles sold in hardware store. Assists in receipt, display and delivery of furniture. Generally appropriate for only male employee.

Job Activities

Rack or shelve stock
Load and unload
Mark or remark packages
Transport by stock cart
Tie with string or rope
Simple reading (labels)
Deliver from truck
General cleaning

Spread dust covers
Make local deliveries
Count (minimal)
Take telephone messages (minimal)
Perform simple assembly (minimal)
Seal packages, gum tape
Sack merchandise

Personal Characteristics

C, O, J, N, R

GARBAGE COLLECTION

Brooks Garbage Collection

Community Sanitation

Langston Garbage Service

General Description

Assist in activities related to trash and garbage
Male employee.

Job Activities

Drive and/or operate sanitation equipment
collect and deposit cans
Load and unload

Personal Characteristics

C, L, O, R

GROCERY STORES

Country Stores

Don's Grocery

East Stuart Grocery

Grand Union Co.

Lill General Store

Mac's Market

National Quick Shop

P D Q Food Store Inc.

Pic-N-Pay Supermarket

Port Salerno Grocery

General Description

Perform activities in receiving, marking and shelving a wide variety of merchandise.

Job Activities

Rack or shelve stock
Mark or remark stock, stamp, tag
Transport by stock cart
Sort stock, cards, etc.
Count
General cleaning
Tie w/string or rope
Wrap or unwrap packages
Load or unload
Simple reading (labels, etc.)
Sack merchandise
Clean fruits or vegetables

Publix Supermarkets Inc.

Quinn's Grocery

Ramey's Palm City Service

Seal packages, gum tape
Use telephone (minimal)
Write simple message (minimal)
Make local deliveries

Personal Characteristics

C, N, O, R

PRODUCE, WHOLESALE

Bessemer Properties

Waler Produce Inc.

General Description

Performs activities in receiving, storing, and shipping of large quantities of crated or boxed fruits and vegetables.

Job Activities

Rack or shelve stock
Transport by stock cart
Load and unload
General Cleaning
Stencil boxes
Clean fruits or vegetables
Count
Package or box for shipment
Simple reading (minimal)

Personal Characteristics

C, J, N, M, R, L

HARDWARE STORES

Ace Hardware

Arant's True Value Hardware

Casa Lumber Co.

East Coast Lumber and Supply Co.

J C Hardware

Jenson Hardware Co.

General Description

Assists in the receiving, displaying and delivery of articles sold in hardware store. Assists in receipt, display and delivery of furniture. Generally appropriate for only male employee.

Job Activities

Rack or shelve stock
Load and unload

Porter Lumber Co.

Stuart Paint and Supply Inc.

Tylander Lumber Co.

Western Auto Associate Store

Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Tie with string or rope
Simple reading (labels, etc.)
Deliver from truck
General cleaning
Spread dust covers
Make local deliveries
Count (minimal)
Take telephone messages
Perform simple assembly (minimal)
Seal packages, gum tape
Sack merchandise

Personal Characteristics

C, N, O, R, J

CONSTRUCTION WORK

General Description

Aptitudes Inc.

Coy Deggeller Construction Co.

Dean Development

Irving Stuart Inc.

Mosley & Son Construction Inc.

Rhodes Sam Construction Inc.

Shenandoah Builders Inc.

Yurillo William

Assists carpenters, plasterers, or other members of crew in building construction. Male employee.

Job Activities

Use common hand tools
Load and unload equipment, materials
Sort tools
Clean tools and equipment
Store tools
Shovel cement, sand, gravel
Pick up scrap lumber
Pile or stack up boards, stone
Clean and sort brick
Push wheelbarrow
Paint by hand

Personal Characteristics

C, E

HOTELS, MOTELS

General Description

Anchorage Marina & Resort Motel

Blue Goose Motel

Blue Marlin Motel

Perform or assists in daily activities required to prepare rooms for guests. Female employee. In some instances, male employee

Bolling's Motel	could be hired to perform yard work, landscaping and keeping grounds.
Bridge-View Apartment Motel	
Coral Reef Motel & Apartments	Job Activities
El Clare Apt.-Motel	Sweep, vacuum, or dust Change or make beds Clean bathroom fixtures Replenish guest room Remove trash Clean ashtrays Fold linens Clean Furniture Move furniture, boxes Hang drapes, curtains Sort, count, record, or issue linens (minimal) Mop floor, clean up spills and breakage (minimal) Fill water pitchers (minimal) Wash windows Burn trash Mow lawn; trim lawn, bushes, hedges Rake leaves Weed and care for plants
Fleets Inn Motel & Apts.	
Frances Langford's Outrigger Resort	
Harbor Motel & Boatel	
Holiday Inn	
Howard Mildred	
Jensen Beach Motel	
Manatee Marina Resort Inc.	
Pelican Hotel	
Rainbow Motel	
Rancho Grande Motel	
River's Edge Motel	Personal Characteristics
Rod & Reel Motel	C, F, I, M, R, O, N
Sailfish Motel	
St. Lucie Hilton Inn Country	
Southwind Motel	
TV Motel	
Tropical Motel	
PLANT NURSERIES	General Description
Arant's Garden Center	Assists in general activities in contracted landscaping; assists in tasks around hot houses, planting and care of plants; also work on
East Coast Landscaping Construction	
Folson & Waterbury Inc.	

grounds. May be male or female employee.

Job Activities

Plant by hand
Weed by hand
Spread mulch
Use common garden tools
Load, unload, transport
Use power garden tools
Prune trees
Use power sprayer (hand) (minimal)
Thin young plants
Open and close irrigation lines
Clean up barns, building, yard (minimal)

Personal Characteristics

C, L, O

LAUNDRIES-SELF SERVICE

Fabrik-Kare

King Coin Laundry

Frank's Frigidaire Coin Laundry

Friendly Neighbor Coin Laundry

Martin County Cleaners & Laundry

Warren's Laundry-Cleaners Inc.

General Description

Helps customers use automatic washers and dryers; laundrers clothes for some customers. Male or female employee.

Job Activities

Operate Automatic washer
Operate automatic dryer
Bundle, tie and label laundry packages
Fold laundry, clothing
Sort clothing
Count money
Sweep and clean premesis
Use telephone

Personal Characteristics

A, D, I, M, Q

RANCHES

Becker L R

Crane Creek Ranch

General Description

Assists in the care of animals and general farm activities on cattle ranches. Male employee.

Kelly Richard, Foreman

Monreve Ranch

Stuart Farm and Grove Inc.

Westberry Farms

Job Activities

Load, unload, transport cattle
Operating tractors, bailers, mowing machines
Pasture maintenance
Fencing, repair
Branding
Worming, fluking, spraying cattle
Saddle and ride horses
Feed and water stock
Plant grass
Drive trucks

Personal Characteristics

C, E, K, O, Q, R

RESTAURANTS

A & W Root Beer Drive In

Anchorage Crow's Nest Rest

Barlow's Restaurant

Captains Quarters

Casa Roma Italian Restaurant

Barlow's Restaurant

Co. Sanders Kentucky Fried Chicken

Da Bank Wuz Robbed Restaurant

Edenlawn Plantation Eden

Jensen Beach Grill

La Fonda

Lum's-Stuart

Lynn's Snack Shop

Manatee Groggery Restaurant

Manatee Yacht Club Restaurant

General Description

Assists in the preparation and cooking of food. Performs activities in cleaning and shelving of dishes and utensils, wash dishes, general cleaning. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salads
Gather ingredients, equipment; open containers
Watch, stir cooking food; timer or clock
Make sandwiches
Wrap food for carry-outs
Store or shelve dishes cooking utensils
Mop floors; clean up break, spills
Prepare simple foods; coffee, eggs (minimal)
Scrape dishes, trays, pans
Wash dishes, silver, pans (machine or hand)
Clear dishes from table,
Scour work tables, meat block, counter
Wash, dust, polish furniture and fixtures

Sweep or vacuum floors
Wash windows
Scrub, wax floors
Burn trash, operate incinerator w/supervision
Clean stove, refrigerator

Personal Characteristics

D, I, M, B, N, C, O

SERVICE STATIONS

Bill's Standard Service Station

Bo's Gulf Service Center

Bowie's Texaco

Broadway Service Center

Buddy's Holiday Gulf

Butch's Standard Station

Canning's Standard Station

Charlies' Salerno Gulf Service

Conrad's Shell Service Center

Dixie Texaco

East Ocean Gulf Station

Eddies' PS Texaco

Enco of Stuart

Enco Products

Frank's BP of Stuart

Gaddis Texaco Station

George-N-Patricia Station Oil

Gudger's Standard Service

Jensen Standard Oil Service Station

General Description

Assist in automobile servicing activities; keeps service stations clean and orderly. Male employee.

Job Activities

Change tires
Wash car
Wax or polish car
Dry car
Hose down floors
Operate cash register, count money
Use telephone (minimal)
Assist in lubrication in garage
Replenish supplies at pumps
Sweep, vacuum, dust
Move boxes, equipment
Burn trash (minimal)

Personal Characteristics

A, B, H, R, J

Jensen Texaco

Joe's Texaco

Kayo Gasoline Station

Larry's Texaco

North Jensen Texaco Service Station

Salerno 66

Salerno Station

Shaw's Grocery & Gas

Skyline Standard Service

Southern Gas & Oil Products Zellner's Service Station

Sovine's Gulf Service

Steil Oil Co.

Stuart Service Station

Sulzer's Union 76

Sunrise Service Center

Swifty Service Station

Wilson's Texaco Station

Zellner's Service Station

CUSTODIAL OR JANITORIAL SERVICES

Various Banks, Doctor's Officers, Churches, insurance and real estate agencies in the area require the services of a custodian or a janitor.

General Description

Perform regular custodial services, do yard work.

Job Activities

Sweep, vacuum, dust
Remove trash
Clean furniture
Scrub, polish floors
Clean bathrooms
Rake leaves
Sweep, clean walk
Mow lawn
Trim trees, shrubbery
Replenish lavatory supplies

Replace light bulbs using ladder
Wash windows
Wash walls

Personal Characteristics

C, F, G, M, R

PRINTING, SMALL NEWSPAPER

Indiantown Press

Stuart News

Jensen Beach Mirror

General Description

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean roller and platens
Fold paper
Run errands
Make local deliveries
Gather or collate papers
Stack papers (jogging)
Package or wrap
Tie with rope or string
Label
Fill machines - ink, fluid
Do binding-plastic rings
Staple, drill, feed hand press (minimal)

Personal Characteristics

C, F, N, P

SALES, GENERAL

Western Auto Associate Store

Auto Supply Co.

Hunter Auto Supplies

Banghan and Wright Inc.

B & M Mower and Marina Sales & Service Co.

Ideal Sport Shop

Stuart Bicycle Shop

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelve stock
Load and unload merchandise
Count

Flewellan Auto & Boat Trim Shop

Adobe Brick & Supply Co.

Builders Supply Service Inc.

Casa Lumber Co.

East Coast Lumber & Supply Co.

Porter Lumber Co.

Stuart Paint & Supply Inc.

Tucker Building Material

Libby's Candy Shop

Alma Fashion Fabrics

The Sewing Basket

Eagle Family Discount Store

Green's Department Store

Helen's

Neisner Bros. Inc.

Stuart Department Store

Simple reading (labels, etc.)
General cleaning
Mark or remark stock, stamp, tag
Wrap or unwrap packages
Transport by stock cart
Sack merchandise
Spread dust covers

Personal Characteristics

C, N, O, R, D, G

SHELTERED WORKSHOP

Pioneer Occupational Center

General Description

Various work opportunities best suited to the ability of the client.

Job Activities

Heavy Work
Cinder Block Carrying and stacking
Timber Block carrying and stacking
Hand trucking
Hack Sawing
Shovelling
General Freight Handling
Bus Boy or Girl
Table Set-up

Drive tractor
Hitch and unhitch farm equipment
Use farm sprayer
Clean barn, buildings and yards

Personal Characteristics

A, G, L, M, N, R

IV. ASSESSMENT OF CURRICULUM

TIME RATIO TALLY SHEET

	Glades	Martin	Okeechobee
1. Class Level			
a. Primary (Grades 1-3)	1	3	1
b. Intermediate (Grades 4-6)		3	2
c. Elementary (Grades 1-6)		1	
d. Junior High (Grades 7-9)	1	3	1
e. Senior High (Grades 10-12)	1	1	1
f. Middle School (Grades 5-8)		1	
2. Class Organization			
a. Full time class	2	10	4
b. Part time groups	1	2	
c. Resource room			
d. Other-full time with remedial help for others part time			1
3. Class Activities			
a. Average time per day class members spend with E.M.R. group (in hours)	5½	4½	5
b. Average time per day class members spend with students and teachers other than the E.M.R. class as a unit and E.M.R. teachers (in hours)			
Health			
English	x	x	
Reading	x	x	
Math	x	x	x
Social Studies	x	x	
Science	x	x	x
History	x	x	
Library	x		x
Homeroom			x
Lunch	x	x	x
Physical Education/Sports	x	x	x
Music	x	x	x
Art	x	x	x
Home Economics		x	x
Industrial Arts		x	
Vocational Classes	x		x
Drivers Education		x	x
Spanish Class		x	

	Glades	Martin	Okeechobee
d. Summary			
Hours per day in E.M.R. class	5 1/2	4 1/2	5
Hours per day out of E.M.R. class academic areas	1/2	1/2	3/4
Hours per day out of E.M.R. class non-academic areas	3/4	1 1/2	1
Total hours in school per day	1 3/4	6 1/2	6 3/4

4. General Comments (Tally numbers represent number of times each response was checked)

a. In general, how much integration of E.M.R. students into the regular school program, do you feel it would be accepted by the faculty and principal at this school if a careful program were worked out?

Much	1	4	2
Some	2	3	1
Little		4	1
None		1	1

b. If there is not a great deal of integration of E.M.R. students into the regular school program, do you feel it would be accepted by the faculty and principal at this school if a careful program were worked out?

Yes, definitely	3	1	3
Probably		4	
Possibly with good arguments		2	
Probably not		1	

c. In what areas would student integration best be achieved at this school?

All right as is	2		
Academics		1	
Language Arts-development	1	1	2
Home Economics	1	1	
Nursing		1	
Homeroom		1	2
Non acadimic		3	1
None		1	2
Science and Social Studies		2	2

CURRICULUM ASSESSMENT SUMARY*

1. What is your most frequently used instructional method? (lecture, small group instruction, individual direction, class participation and demonstration, etc.)

lecture---------- 3
small group instruction-------17
individual direction----------17
class participation and------- 4
demonstration---------- 3

2 How are grades reported for the E.M.R. students? If report cards are used, how is the fact that the child is in an E.M.R. class designated (or is it)?

regular report cards, notation-----9
regular report cards,no notation---9
report letters to parents----------5

3. (For senior high E.M.R. units only) What requirements must an E.M.R. student meet before being permitted to graduate? Are these requirements different from those for a student in the regular program?

There are only 2 senior high E.M.R. units in the three county area, Martin and Okeechobee. Okeechobee High School requirements for the E.M.R. are the same as for regular class students. Next year will be the first group to graduate because the E.M.R. senior high class is only 2 years in existence. Standard course names are given to the modified courses that are taught by the special education teachers. Martin County is making some change in the E.M.R. graduation requirements. No definite decision has been made as yet.

4. How much participation in regular school extracurricular activities is there by E.M.R. students? If there is some, what is the nature of these extracurricular activites?

25% of the elementary level E.M.R. teachers reported no participation in regular school activities by their children. 50% of the teachers reported E.M.R. participation in P.E. and sports activities. Four teachers or less than 25% reported full participation in all extracurricular activities by their students with the regular classrooms assembly,

*Number tallies based on population of 20.

4. Cont. clubs and special projects were reported eight times by the teachers as participation in regular school activities. Even though this occured on the elementary level as often as on the secondary it is still less than 50% of E.M.R. teachers reporting participation in these activities. One secondary teacher claimed 50% participation by her students in all extracurricular activities.

5. How much parent involvement in the school and E.M.R. class activities is there? In general, is it more or less than the support given to PTA and other school functions by all the parents of the total school population?

According to the assessment survey 50% of the E.M.R. teachers reported very little parental involvement in E.M.R. class activities three of the 15 project schools. 20%, have PTA meetings: Of these, there is little parent involvement, less than regular class parent involvement. Six of the 20 E.M.R. teachers indicated no involvement in school activities by the parents of E.M.R. students. Two E.M.R. teachers reported satisfactory parent involvement on a 1 to 1 basis either by parent-teacher conference or by telephone. One secondary teacher called a group parent-teacher conference at which 25% of the parents attended. One parent was reported to be involved in the local A.R.C. and demonstrated no involvement in the school program.

6. What instructional equipment do you use most frequently?

Hoffman Readers----------3
Overhead Projectors---------4
16 M. Projectors----------8
Filmstrip Projectors--------5
System 8----------2
Record player----------10
Tape recorders----------7
Cassette players----------7
Listening centers----------3
Language masters----------3
Kits-games----------3
Ditto machine----------5
Hand tools----------1
Peabody language kit--------1
Visual Aid Flameboard-------1
SRA Kits----------1
Time clock----------1
Telephone----------1

7. What kinds of instructional equipment would you use if you had it?

Tapes----------3
Programmed tapes----------2
Records----------1
Listening center----------2
Language master----------3
Hoffman Reading & Math Materials----------2
Film projector----------2
World maps, continents, etc.1
Ample supplementary reading books----------2
Manipulative materials and perceptual----------2
Tape recorder----------2
Pre-occupational programmed Math and reading materials----------1
Television----------1
Room with air conditioning--1
Shop equipment----------1
Home ecoromics equipment----1
Nurse's station----------1
Overhead projector----------1
Record player----------1
Blackboard (metal)----------1

V. ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING

TALLY SHEETS

MATERIAL CHECKLIST

A. Equipment ans Supplies Checklist

Below is a list of equipment which might be included in the curriculum to be developed. Check each item as to its availability to you and your E.M.R. class.

		Available	Unavailable
1.	Phonograph	20	
2.	Tape recorder	18	2
3.	Slide projector	17	
4.	Filmstrip projector	19	
5.	Movie Projector	20	
6.	Language master	11	7
7.	Hoffman reader	10	8
8.	Overhead projector	20	
9.	Cassette player/recorder	18	
10.	Screen	17	3
11.	Headsets and/or listening station	17	4
12.	Radio	9	8
13.	Television	5	13
14.	Stove with oven	5	
15.	Refrigerator	6	
16.	Hotplate	7	12
17.	Language Development kits (e.g. Peabody, Ginn)		
	*Kind _____	9	9
18.	Math Developmend Kit		
	*Kind _____	3	13
19.	Power Tools		
	*Kind _____	6	11
20.	Mirror	9	6
21.	Hair dryer	1	18
22.	Dishwasher		19
23.	Garbage disposal	2	17
24.	Iron	4	15
25.	Ironing Board	5	14
26.	Clothes washer	2	17
27.	Clothes dryer	2	17
28.	Sink (s)	10	9
29.	Hand tools (e.g. Hammer, saw)		
	*Kind _____	8	10
30.	Tumbling-type mats	12	8
31.	Physical coordination equipment e.g. Balance beam jump ropes, balls, rocking board)		
	*Kind _____	12	8
32.	Auditory trainer	4	12
33.	Camera - still photos (e.g. Polaroid, 35 mm)		
	*Kind _____	11	6
34.	Movie camera	6	10
35.	Duplicator	18	
36.	Xerox-type copier	17	1
37.	Video tape machine	6	13

B. Instructional Materials

Check the materials used frequently:

1	1.	Frostig program for perceptual development
3	2.	Physical coordination program (e.g. Move-Grow-learn, Webster kit, Kephart program) *Kind_____
11	3.	Games *Kind_____
9	4.	Educational-type toys *Kind_____
2	5.	Social curriculum materials (e.g. Yeshiva) *Kind_____
17	6.	Library books
18	7.	Records
17	8.	Reading development kit, program or series (e.g. Sullivan, Rebus Readers, Open Highways, Phono-visual, and Distar)
4	9.	Science kit or supplies *Kind_____
7	10.	Sandpaper letters and numbers
6	11.	Mathematics program (e.g. Cuisiennaire, Distar)
12	12.	Language program (e.g. Peabody, Distar)
7	13.	Vocation-oriented materials
9	14.	Globe and maps

C. Furniture

Indicate the number of the following in your room.

19	1.	Teacher desk
214	2.	Student desks (if individual)
205	3.	Chairs
48	4.	Tables
20	5.	Filing cabinet
23	6.	Bookcase
20	7.	Other furnishings: chest sink display area closet 2 cabinets shelves 2magazine racks 2 storage carts Instructional-AV Materials Cart with lock Cart with individual dividers to keep the students work in.

D. Supplies

Check the consummable supplies used frequently.

16	1.	Crayons
14	2.	Paste or glue
20	3.	Pencils
18	4.	Scissors
17	5.	Rulers
17	6.	Mimeo-type paper
20	7.	Ditto masters
12	8.	Overhead transparencies
7	9.	Photographic supplies (e.g. film, flash bulbs)
11	10.	Felt-tip pens
1'	11.	Construction paper
6	12.	Carbon paper
8	13.	Ball point pens
19	14.	Writing (lined) paper
3	15.	Tissue paper
15	16.	Masking
15	17.	Cellophane tape
11	18.	Tape recorder tapes (not already programmed)
3	19.	Charts (lined, for teacher use)
19	20.	Chalk

E. General Questions

1. Do you use any consummable items as rewards, such as candy, trinket prizes, and if so, what do you use most frequently?

2. Do you feel the instructional materials you have available and use are meeting the needs of your pupils?

3. By rough estimate, what is the size of your room or area, in square feet?

4. Do you feel the instructional materials you have available for use in an EMR class?

5. What janitorial service do you receive for your classroom maintenance?

6. What bathroom, playground and auditiorium facilities are available for your class use?

Anwsers

1. Money, lunch, candles, ice cream, pencils, candy, gum, play money, peanuts.

2. Yes -14 No.- 6

3. 90 sq. ft., 12x15, 32'x32'; 20'x25'; 250 sq. ft., 500 sq. ft. 14x 24, 30'x40'; 22x20, 50x30; 22'x29'; 20x15, 18x24 ft., 40x30.

5. Some - 2
Excellent - 2
Floors-poor - 1
Same as entire school - 5
Daily Cleaning - 9
Very little - 1
Wastebasket emptying - 3
Room is mopped occasionally - 1
Carpet - vacuumed- 1

6. Same facilities as the rest of the school -19
No play ground- 3
No auditorium- 2
Stage in cafeteria - 1

MATERIALS CHECKLIST

Glenda Waldrop - Port Salerno Elementary
Camera - Still photos

Catherine Graham - J.D. Parker Elementary
Camera - Still photos

Jocelyn Johnson - Hobe Sound Elementary
Camera - Still photos

Margaret Wheebr - Hobe Sound Elementary
Camera - Still photos

Kathleen Cummings - Stuart Middle School
Camera - Still photos (personal)

Patricia Gates - Stuart Middle School
Camera - Still photos (personal) - Movie Camera (movie projector)

John W. Feter - Warfield Elementary - Martin
Camera - still photos (personal) - Movie Camera (personal) (Movie projector)

Robert Hipps - Moore Haven Elementary
Camera - Still photos

Donna Strongosky - Jensen Beach Elementary
Camera - Still photos - Movie Camera Movie projector

Unavailable Cameras

Wendall Wootin ----------J.D. Parker Elementary
Marilyn McCuller ----------Okeechobee High
Linda Sheehon ----------Martin High
Michael Argabrite ----------Moore Haven
Cecila Pitt ----------Okeechobee Jr. High
Judith Green ----------Okeechobee South Elementary
Judy Stawski ----------Okeechobee Primary
David Houck ----------Okeechobee
Iris Jones ----------Moore Haven Elementary

VI. ASSESSMENT OF ASMINISTRATIVE SUPPORT

SUMMARY OF ADMINISTRATORS

MARTIN COUNTY

County Level Staff
Mr. V. James Navitsky-Superintendent
Mr. Jack Smouse-Assistant Superintendent
Mr. Felix Williams-Director Exceptional Program

Principals
Mr. Clarence Brooks-Hobe Sound Elementary
Mr. Bert DuBose-Warfield Elementary
Mr. Thomas L. Crook-Parker Elementary
Mr. John A. Carson- Port Salerno Elementary
Mr. Dale W. Clark-Jensen Beach Elementary
Mr. Rizzolo-Indiantown Middle School
Mr. Wilber E. George - Stuart Middle School
Mr. Walter Peterson-Murry #9
Mr. Terrence Horrigan-Martin High School

OKEECHOBEE COUNTY

County Level Staff
Mr. Ralph Diggs-Superintendent
Mr. James Young-Assistant Superintendent
Mr. John M. Kinsaul-Supervisor of Instruction

Principals
Mr. Gans L. Earnest-Okeechobee Primary
Mr. Danny Mullins-South Elementary
Mr. John Donato-Okeechobee Elementary
Mr. Jerry T. Beggs-Okeechobee Junior High
Mr. Clyde C. Holder-Okeechobee High School

GLADES COUNTY

County Level Staff
Mr. L.E. Strope-Superintendent
Mr. John H. Holbrook Jr.-General Supervisor

Principals
Mr. Raymond Richie-Glades Elementary
Mr. Karl Engel-Junior-Senior High

ADMINISTRATORS' PHILOSOPHIES OF SPECIAL EDUCATION AS IT RELATES TO THE E.M.R.

GLADES COUNTY

The Administrators in Glades County believe it's need for an Exceptional Child Education Program can be met by the concept that the child should become a total personality by learning experiences rather than learning facts from a book.

The E.M.R. teachers with the Principal and are a part of the regular school faculty. Their duties and responsibilities might be of a specialized nature but the working relationship with the administrator is that of other teachers.

We believe it is the responsibility of the School Board to provide funds for an appropriate program for all exceptional children in Glades County. To this end E.M.R. units are utilized here.

Special Education is to permit the E.M.R. student to enter the community as a positive factor.

OKEECHOBEE COUNTY

We believe that the needs of exceptional children are similar to the basic needs of other children and that, in so far as possible, these children could be served in the same manner as other children.

We believe that children designated as exceptional are still normal in many ways and, whenever possible, should spend as much time with normal children as they can best serve their interests, needs and abilities.

We recoginize that the E.M.R. child has special needs and that it is the responsibility of the school to meet these needs and provide him with a meaningful educational experience.

We believe that when a child needs services beyond the exceptional child program other agencies and programs should be used in an advisory capacity.

MARTIN COUNTY

We believe that the Martin County Special Education program exists to provide for each exceptional student the opportunity, the facility, and the experiences that will enable him to function successfully, to the extent of his ability, as a responsible contributor and consumer in contemporary society.

We believe an individual learns through his experiences and the degree to which he has these experiences. Therefore, the design the content, the quality and the scope of the curriculum should include functional experiences that will meet individual needs; unfold and expand individual interests.

We believe that transplanting curricula goals into student behavioral changes is most feasible in a warm, stimulating environment with effective teaching strategies and the wise use of school-community resources.

We believe that all students need to be active participating citizens of a constantly changing society through.

Acceptance of self with the spirit of acquire (at level to achieve) knowledge and understandings that will aid in self care.

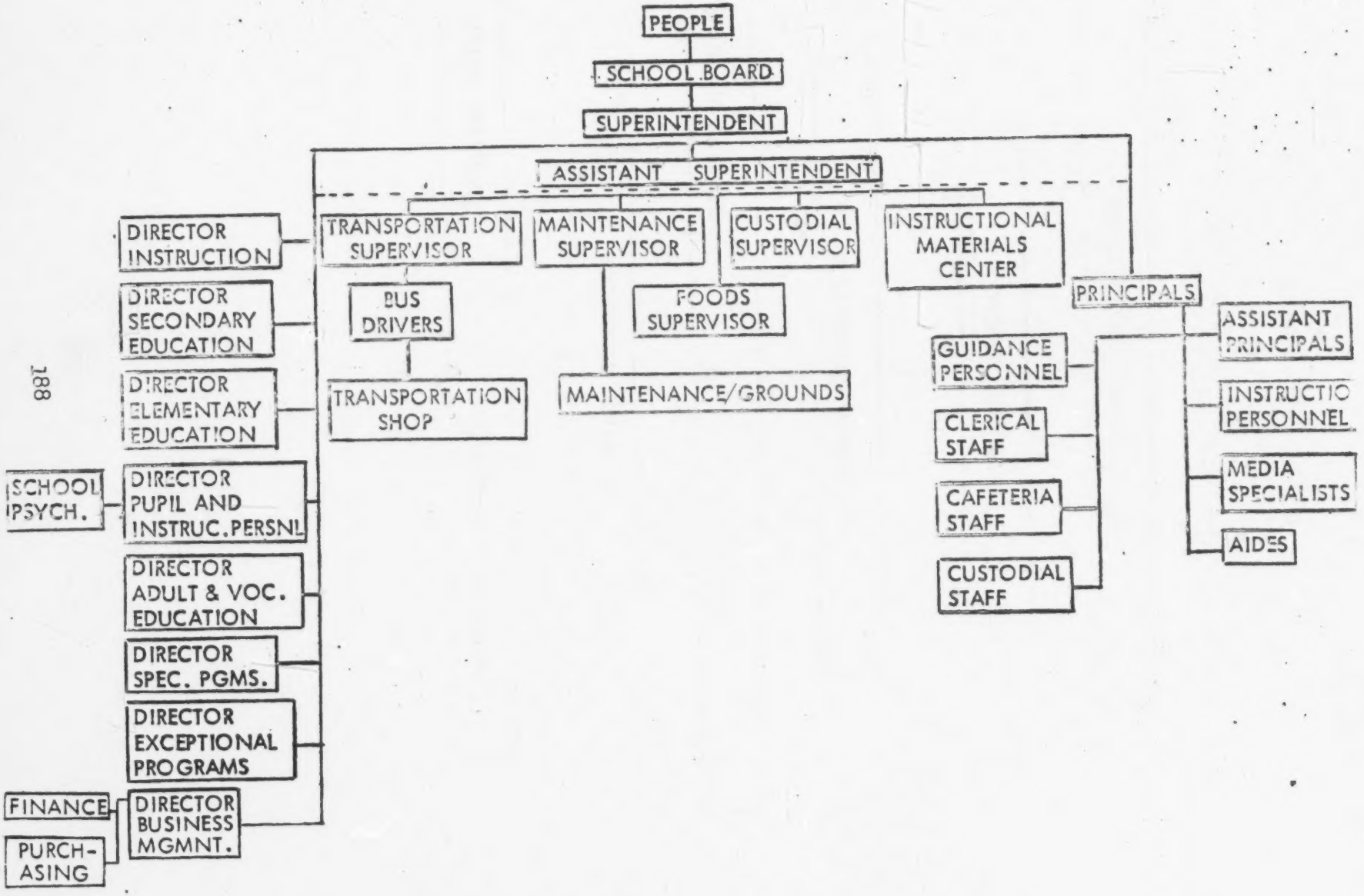
Practices for maintenances of sound health-physical and mental.

Acquisition of skills, understandings, attitudes and appreciations that will lead to the selection of and training for a suitable vocation.

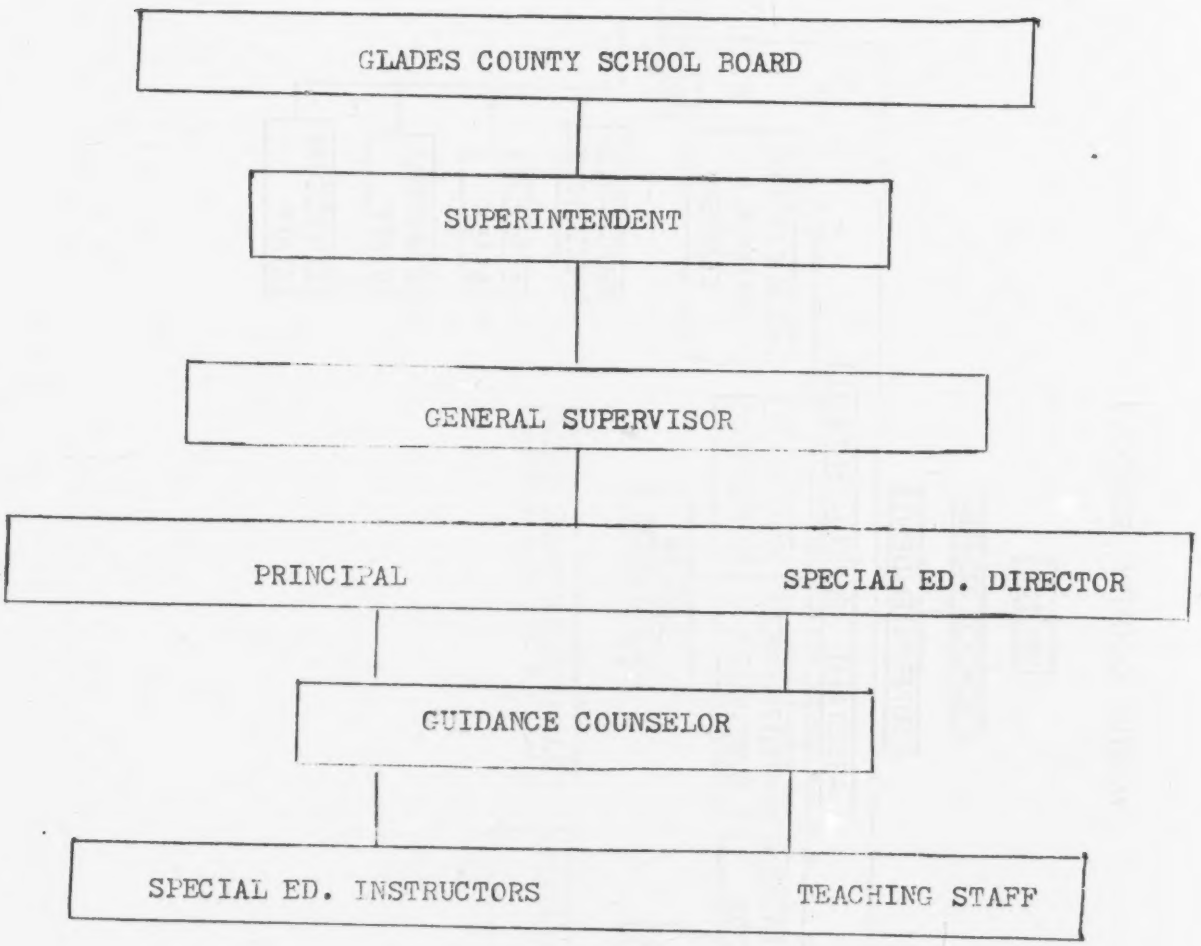
Democratic living in school as individuals and as members of groups to encourage respect and appreciation for the American way of life. We want our students to: have a feeling of belonging; enjoy pr vileges and accept responsibilities; appreciate other people; develop moral values; acquire sensitivity to problems and problem solving techniques in group life..

We believe that education is life and school is only a segment of that life. Therefore, the responsibility for carrying out this philosophy is an endeavor to be shared by the home, the church, and the community. Active involvement of citizens in Special Education could give real meaning to a sound educational program.

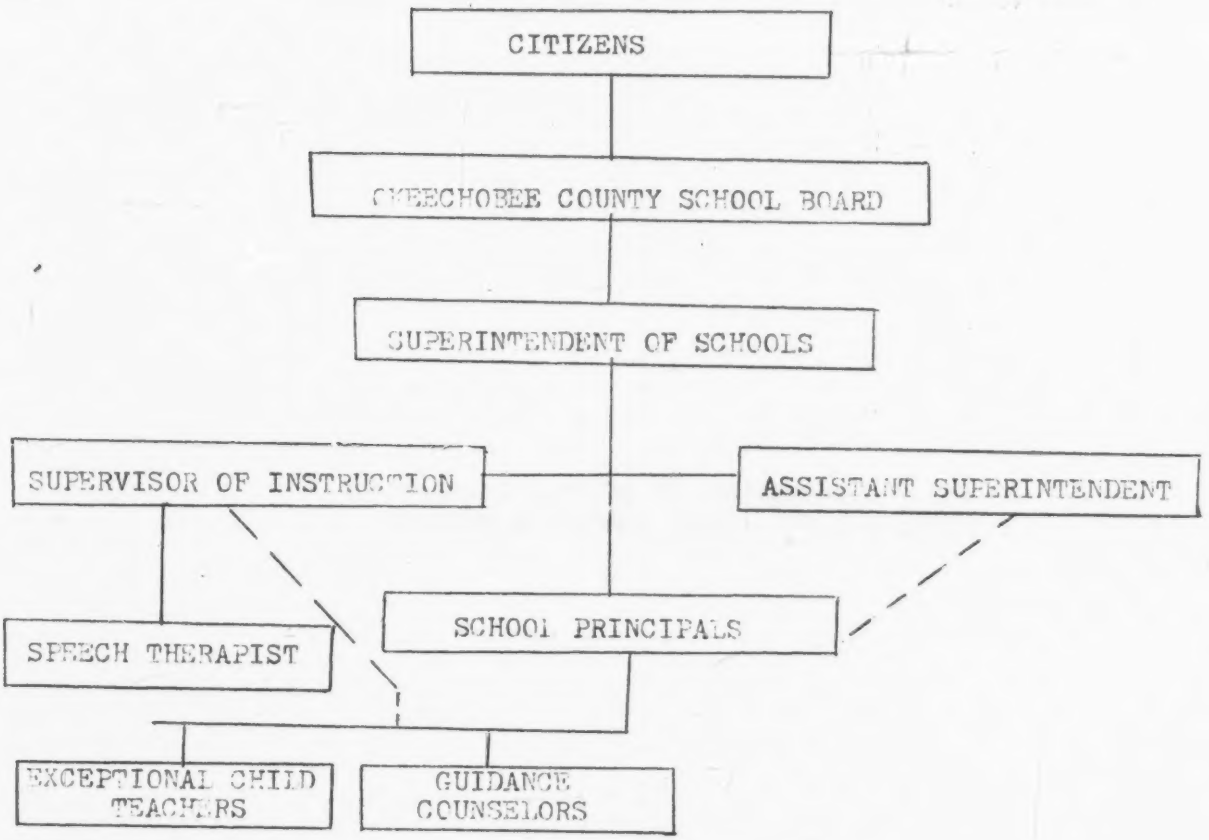
MARTIN COUNTY SCHOOLS



GLADES COUNTY SCHOOLS



OKEECHOBEE COUNTY SCHOOLS



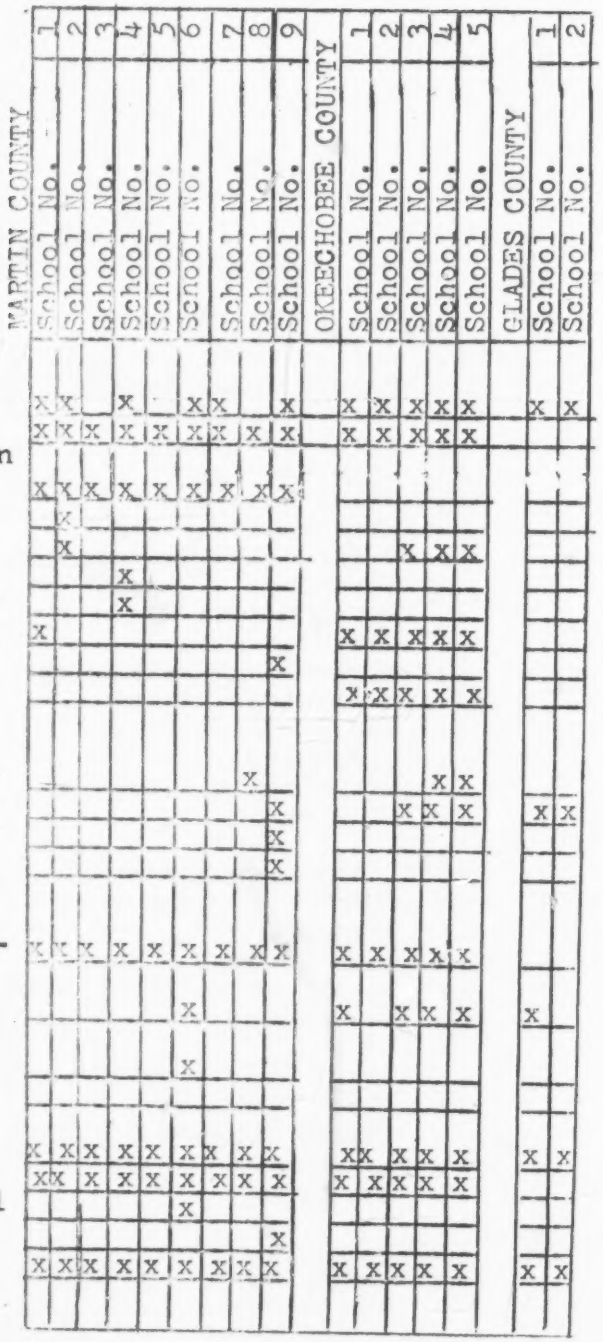
Okeechobee District's current student population and number of Exceptional Education Programs areas do not justify a full time coordinator. In the absence of this position, the Supervisor of Instruction functions in this capacity. He is also responsible for the Master In-Service Planning, Coordinator of Accountability, and the Accreditation.

The Supervisor of Instruction works through the various building principals and with the Exceptional Education Instructors.

VII. ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES AND LOCAL AGENCIES SUPPORT

TALLY SHEET

SCHOOL SUPPORTIVE SERVICE
AND
LOCAL AGENCIES SUPPORT

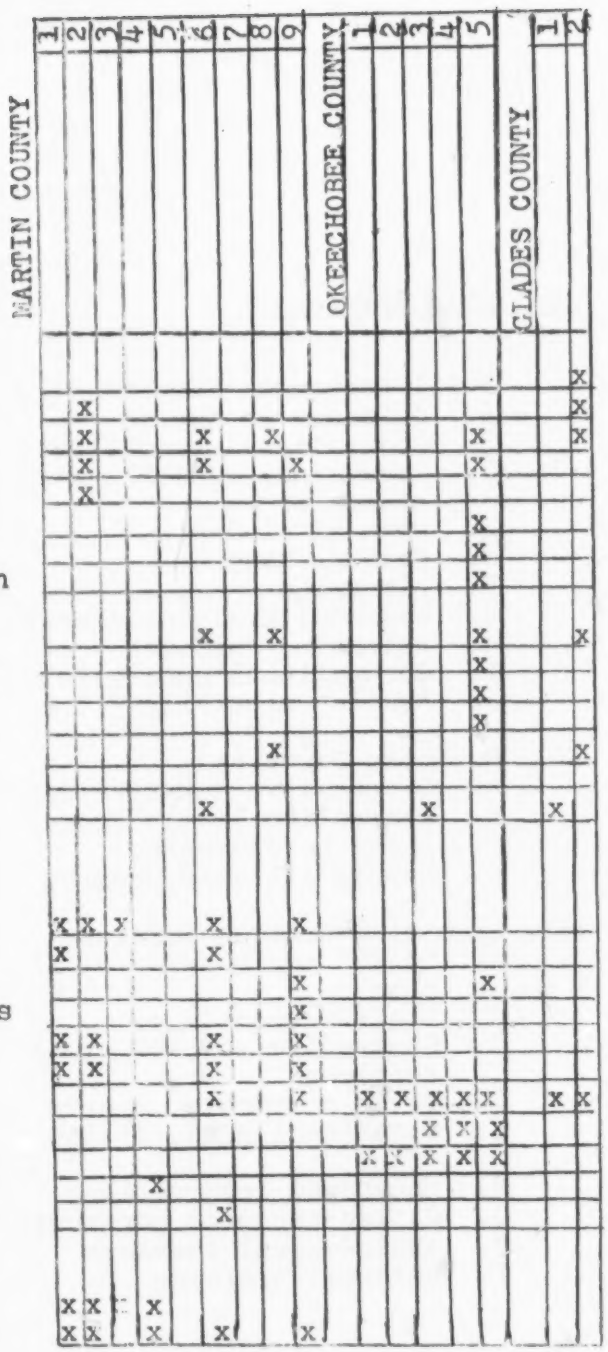


Available Services

I. Pupil Personnel Services
- A. Guidance counselor
- B. Occupational specialist
- C. Vocational rehabilitation counselor
- D. Dean of students
- E. Reading teacher
- F. Librarian
- G. ESAP-Cultural enrichment
- H. Attendance officer
- I. Occupational specialist
- J. Reading specialist

II. Business Services
- A. Cooperative work program
- B. Recreation-Little League
- C. Local scholarships
- D. County Athletic program

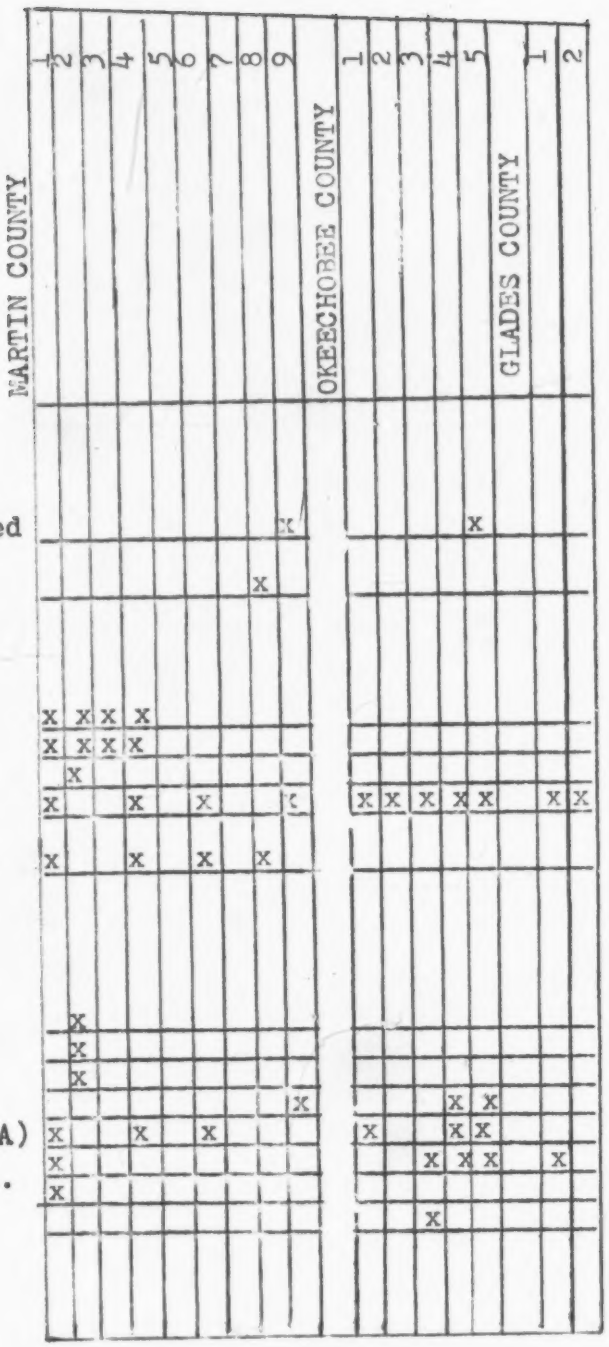
III. Special Education Services
- A. Speech and hearing clinician
- B. Staffing committee
- C. Contracted psychological services
- D. Extra curricular sports
- E. Vocational study field trips
- F. Homebound instruction
- G. Gifted-resource personnel
- H. Audio-visual services
- I. Referral training



IV. Vocational Training
- A. Agriculture
- B. Occupational health
- C. Home ecomonics
- D. Work experience
- E. Earn and learn
- F. Child care services
- G. Drivers education
- H. Diversified Cooperation training
- I. Horticulture
- J. Livestock
- K. Agriculture mechanics
- L. Dairy production
- M. Small engine repair
- N. Electricity
- O. Experimental program Pre. V.

V. Local Agencies Support
- A. Chamber of commerce
- B. Jaycees
- C. County Youth Center
- D. County recreation-parks
- E. Kawanis
- F. Elks
- G. Lions Visual needs
- K. Moose T.M.R.
- I. County library
- J. Civitan T.M.R.
- K. Red Cross

VI. Medical Services
- A. County Nurse
- B. School Nurse



VII. Vocational Rehabilitation

- A. Services for handicapped 16 years old
- B. Job evaluation

VIII. Welfare Services

- A. Free lunches
- B. Free breakfast
- C. Daily showers
- D. State Family Services Child abuse
- E. Division of Youth Services.

IX. None Profit Organization Support

- A. C E C
- B. Crippled children
- C. United fund
- D. Sheltered workshop
- E. Parents groups (ARC&PTA)
- F. 4 H clubs
- G. Cub Scouts-Boy Scouts
- H. Local Churches